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Community Agreement

Co-created with our students in our Youth Leadership Advisory Board

- Engaging fully (by working hard and being honest with ourselves and each other)
- Being kind, respectful, and patient with each other
- Listening to others with an open mind
- Speaking up to share ideas and asking for help when we need it
- Accepting our mistakes as learning opportunities
- Valuing differences
- Learning and growing together
Land Acknowledgement

We acknowledge that the land on which 826 Valencia operates is the occupied and unceded territory of the Ramaytush Ohlone ("Rah-my-toosh O-lone-ee") People, the original inhabitants of what is currently known as San Francisco.

Action item: consider paying Shuumi (land tax) for the land you inhabit
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.

Mission Center
est. 2002

Tenderloin Center
est. 2016

Mission Bay Center
est. 2019
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🌟
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
WHY WRITING?

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

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

FOSTER 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
Who are our students?

All of our programs are offered free of charge and predominantly serve students of color and English Learners from under-resourced communities.

Latinx, Hispanic: 57%
Black, African American: 9.6%
Asian, Asian American: 5.9%
White: 4%
Two or more races: 8.5%

Languages include:
Spanish, Mandarin, Cantonese, Arabic, Vietnamese, Tagalog
How many students do we serve?

In-person in the 2018–2019 school year, we worked with 9,000 students!

Virtually, from August 2020 to May 2021, we served 800 students online each week.
How many volunteers support our students?

Volunteer support was critical in our pivot to online programs last year:

2,264 students were supported online by 516 volunteers who gave 21,452 volunteer hours!! which translates to 29 months!!
Volunteer Role

Expectations for you as a volunteer tutor!
Tutor Expectations

Attendance
Please be on time.
Be present while you’re here.

Communication
Be clear with staff and students.

Boundaries
Do not exchange personal information (email, phone, address)
Use respectful language.
Maintain confidentiality.
Never be alone with a student (including in virtual spaces)
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.
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.
826 Staff are here to help

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

COVID-19 Safety Protocols for in-person tutoring

See additional guidelines here:
826 Valencia COVID Safety Guidelines & FAQ
IN-PERSON GUIDELINES
For volunteers and staff working in a center

Vaccinations

- Vaccinations mandatory for all 826 staff and volunteers.
  - Required for all volunteers & interns working on-site

Wear A Mask

- All students, staff, and volunteers will wear masks at all times in our centers
- Double layer recommended
- Fully and tightly cover nose and mouth

Self Screening

Check yourself for these symptoms before going into a center:

- Headache
- Lost taste or smell
- Sore Throat
- Congestion
- Nausea or Vomiting
- Diarrhea
- Fever or Chills
- Cough
- Difficulty Breathing
- Fatigue
- Muscle or Body Aches

Stay home if you are experiencing any of these. Notify the Volunteer Team by emailing volunteer@826valencia.org if you have to cancel a volunteer shift, as normal.
IN-PERSON SAFETY MEASURES
For volunteers and staff working in a center

Ventilation

● HVAC systems up to date at each center.

● Staff will open windows & doors when feasible while program is in session.

Distancing

● Avoid physical contact with others, and stay distanced as much as possible.

● Eating and drinking near others is discouraged; please find a space outside to drink or eat.
IN-PERSON SAFETY MEASURES
For volunteers and staff working in a center

Contact Tracing
In case of a positive COVID-19 case, we will follow the DPH guidelines for notification.

- Notify us (volunteer@826valencia.org) if you become ill and/or test positive for COVID-19 within a week of your last tutoring shift. We will share with 826 Valencia HR and Executive Director.

- You will be notified by email if you were a close contact when a positive case was identified.
Our Programs
What to Expect

- You’ll receive an email confirmation with helpful information
- We’ll always have 826 staff members leading our programs
- Other staff members will be tutoring alongside you
**Session Structure:** an example of a session schedule

- Volunteer tutor briefing
- Class or tutoring session begins for students
- Tutoring at tables with 2-4 students
- Class or tutoring session closes for students
- Volunteer tutor debrief
IN-SCHOOLS PROGRAMS
shifts vary from 8:30 a.m. - 3:30 p.m.
Monday - Friday

ELEMENTARY
Grades 3rd - 5th
Bret Harte, Malcolm X, Starr King, Bessie Carmichael, Tenderloin Community School, and more...

- Students ages 7 - 10 yrs.
- Provide writing support for 2-4 students at a time
- Specialized writing projects
- Support teachers directly in classrooms
- Year long, varying prompts
- **Weekly commitment** preferred.

SECONDARY
Grades 6th - 12th
Everett MS, Mission HS, SF International HS, Downtown HS, Buena Vista Horace Mann, and more...

- Students ages **11 - 18 yrs.**
- Provide writing support for 2-4 students at a time
- Specialized writing projects
- Support teachers directly in classrooms
- Projects range from 2-10 weeks
- **Weekly commitment** preferred for the duration of each project.
AFTER SCHOOL PROGRAMS
shifts vary from 2:00 p.m. - 8:00 p.m.
Monday - Thursday

AFTER SCHOOL TUTORING
Mission Center, Mission Bay Center, Buena Vista Horace Mann Writers’ Room
- All ages!
- Homework help, followed by writing project
- Sessions available between 2:00-8:00 pm, 1 to 3 hours long
- Usually working with 1 - 2 students
- Weekly commitment is preferred.

WRITING WORKSHOPS
Tenderloin Center, Buena Vista Horace Mann Writers’ Room
- Students ages 7 - 10 yrs.
- 826 writing projects
- Work with English Learners (volunteer Spanish skills preferred)
- Weekly commitment is preferred.
PODCASTING FIELD TRIPS
Mon–Thurs, varied times
Middle & High School students
Tenderloin Center

FIELD TRIPS
Mon–Fri mornings
Elementary School students
Mission Center

SUNDAY TUTORING
Sundays! 2:30-4:30 p.m.
All ages
Mission Center

BLACK LITERARY ACHIEVEMENT CLUB
Fridays, 4:00 - 5:00 p.m.
Tenderloin Center

As part of our Black Student Initiative, B.L.A.C. pairs Black volunteer mentors with Black students.
Email volunteer@826valencia.org to learn more!

... AND SO MUCH MORE!
Signing up Volunteer Calendar

- Use the email that you completed the ‘Volunteer Application’ form with
- Email the staff contact listed with questions
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, make time to ask clarifying questions.

Don’t understand something during the tutoring session? Ask for help from the 826 staff.
Our Values
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 where all are welcome and able to thrive.
The 826 Stand: A Commitment to Diversity, Equity, and Inclusion
by Gerald Richards, former CEO of 826 National, November 2016

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.
“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
Meaningful work with our students starts with deep reflection within ourselves and of our society.
Writing Reflection:
“I am...”

Individually: Write as many sentences beginning with “I am ______” as you can, making a list of identifiers that describe you.
"It is easy to point the responsibility away from yourself. Dealing the cards of accountability to all competitors before replenishing your hand. The "they" in question. Lives within us all. Before assigning blame. Recognize that we all play a part in the game."

From Their hands leave no prints by MINIALUCE RUIZ-VETU
Excerpt from Young Author Book Project 2020

**Writing Reflection:**

What does it mean for you to move through the world with all that you are?

What does that mean for others?

What is your “part in the game”? 

—from *their hands leave no prints* by MINIALUCE RUIZ-VETU

Excerpt from Young Author Book Project 2020
Understanding Implicit Bias

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

It’s important to be aware of these factors and thoughtfully engage with both our students and others!
Example: A volunteer in After-School Tutoring at the Mission Center shares with a student that the COVID quarantine was great because they learned new hobbies.

What implicit bias may be coming up? How could that impact the student in this scenario?
Interrupting Implicit Bias

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.

What actions could the volunteer in our last scenario take next time?
At 826 Valencia,
Part of Anti-Racism is...

A continued effort by those who work with our students (volunteers, interns, staff) to self-reflect about on own identities, privilege and power.
At 826 Valencia, Part of Anti-Racism is...

Supporting students in feeling seen and celebrated for who they are.
<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>LGBTQIA, 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>
Writing is part of building a more inclusive world
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
Tutor Tools
+
Writing Tips
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
• **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?"
## Growth Mindset

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The belief that human qualities are set in stone</td>
<td>● The belief that effort is the key to growth</td>
</tr>
<tr>
<td>● Demoralizing</td>
<td>● Motivating!</td>
</tr>
<tr>
<td>● Leads to a desire to look smart</td>
<td>● Leads to a desire to learn</td>
</tr>
<tr>
<td>● Tend to avoid challenges, give up easily, see effort as fruitless, ignore constructive feedback, and feel threatened by the success of other</td>
<td>● Tends to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism, find lessons and inspiration in the success of others</td>
</tr>
</tbody>
</table>
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.
Writing Traits
Six Traits of Writing - The Map!

IDEAS

ORGANIZATION

WORD CHOICE

VOICE

SENTENCE FLUENCY

CONVENTIONS
START

The six traits on this map come from a research-based instructional approach to help students understand the elements of quality writing and develop their skills. The traits apply across grades, genres, and stages of the writing process, and our goal is that all of our tutors use the traits as a basis for providing support to students.

Chart a course. While every student and tutoring session is different, we suggest always starting with ideas—the main message or purpose for writing. Next, be sure to spend some time on organization, which will help you navigate drafting and revision. From there, you might find yourself moving between voice, word choice, and sentence fluency. We typically leave conventions for last, unless they interfere with meaning in the piece.

IDEAS

the main message

Define the focus
“What’s the main idea?”
“What are you trying to say? Why?”

Add relevant details
“Tell me more about...”

Refer back to the message
“How does this idea connect with your topic?”

I HATE WRITING!

Show compassion, but also be sure to assert the importance of their ideas, the power of writing, and that you’re here to help!

I DON’T NEED HELP!

Be persistent! Make conversation and ask questions about the task at hand.

I’M BORED!

Build rapport. Try to find a personal connection to the assignment by asking how they’re doing and getting to know their interests.

WORD CHOICE

rich, colorful, and precise language

Identify and replace common or repeated words
“What’s a more specific word?”

Consider adding imagery or figurative language
“What are the most important parts? How can we make them come alive?”

“I take me there. What do you see? Hear?”

“Let’s try adding a simile or metaphor. What could we compare this to?”

SENTENCE FLUENCY

the rhythm and flow of the language

Read aloud for flow
“How does that sound?”

“Are any words missing?”

“Does each sentence sound different or are they mostly the same? Let’s try to vary them.”

Add transitions between sentences and paragraphs
“How are these ideas related? How can we connect them?”

ORGANIZATION

the structure of the piece

Establish the organizational pattern
“What’s the focus of each paragraph?”

“Let’s draw up an outline to keep us on track.”

Provide options
“How do you want to order the ideas/events? Why?”

“How do you want to start/end the piece?”

I’M DONE!

Celebrate their effort thus far and find specific ways to continue to strengthen their writing.

VOICE

the personal tone and flavor

Identify the perspective
“How do you feel about the topic? How do you let the reader know what you feel?”

Repeat back the students’ words
“I heard you say... Write it down!”

Consider the audience
“Who is your audience? How can you draw them in?”

CONVENTIONS

the mechanics of writing (if time)

Read aloud and see what students already know
“What should we correct together?”

“What would you like to practice?”

“Try sounding it out one letter at a time.”

Look for error patterns and model how to correct them
“Let me show you how to... Now let’s try one together, and then you can try one on your own.”

THE WRITING PROCESS

PREWRITING brainstorm, outline, freewrite

DRAFTING develop ideas into paragraphs

REVISION elaborate, make structural changes

EDITING correct mechanics
<table>
<thead>
<tr>
<th>Drafting Questions</th>
<th>Revision Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the question/prompt?</td>
<td>I have re-read the question/prompt to make sure I have answered it</td>
</tr>
<tr>
<td>What’s your writing all about? What’s the main idea or message?</td>
<td>My writing has a main idea or message</td>
</tr>
<tr>
<td>What details will keep your reader interested?</td>
<td>I have included enough details to keep my reader interested</td>
</tr>
<tr>
<td>How do the details connect to the main idea?</td>
<td>All my details connect back to the main idea</td>
</tr>
</tbody>
</table>
## ORGANIZATION
### ARRANGEMENT OF IDEAS

<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>
<tr>
<td>Drafting Questions</td>
<td>Revision Checklist</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>How do you feel about the topic?</td>
<td>My writing sounds like me</td>
</tr>
<tr>
<td>Who will read your writing?</td>
<td>My readers are:</td>
</tr>
<tr>
<td>How do you want your readers to feel?</td>
<td>I want my readers to feel:</td>
</tr>
<tr>
<td>Drafting Questions</td>
<td>Revision Checklist</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>What do you see, hear, smell, taste, and touch?</td>
<td>I have used at least three sensory details</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 readers?</td>
<td>I have changed or added five words to make my writing more interesting</td>
</tr>
<tr>
<td>Drafting Questions</td>
<td>Revision Checklist</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>How does the writing sound?</td>
<td>I have read my writing aloud to listen for flow</td>
</tr>
<tr>
<td>Do the sentences flow together?</td>
<td>All my sentences and words are in the right order</td>
</tr>
<tr>
<td>Have you used a mix of short and long sentences?</td>
<td>I have added transition words</td>
</tr>
<tr>
<td>Have you used transitions to show connections between sentences?</td>
<td>I have checked for fragments and run-ons</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
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.”
Time to Practice!
Writing Sample Practice

1. What strengths are present in the writing? (Connect to writing traits.)

2. What might you say to encourage the student or foster a personal connection? (YES!)

3. Which traits would you prioritize for growth? Why? (And . . .)

4. What questions would you ask the student to strengthen their writing?

5. What goal might you set if you are working with the student for a single 30-minute session?
Candy Galaxy

If washing machines were a portal, I would go to Candy Galaxy. Because I love candy, and I would have slides that are made of candy and you could eat the candy, but every time that you ate a candy in 3 seconds a new candy appears. And every time that it gets dark, the candy will turn into beds. If you feel lonely, the candy will turn in to people, and then you could play with your candy friends and then you could have a candy party, and then you could slide down all of the slides, and then you could invite as many people as you want. Because you could just say "candy!" and a lot of candy will turn into in to people!
Ecuador

The first time I went to Ecuador, I was so happy because I had never been on a plane before in my life! I was so scared when I was on the plane because they told me that my ears would pop. So my mom told me to chew on gum. When we got to Ecuador, it was so hot and it was so cold over there. That is because Ecuador has a hot coast and cold mountains. I visited my family in both sides of the country. It was stunning to see the mountains where my dad grew up. It was also fun to visit the beaches where my mom grew up in Manta. I loved visiting Ecuador and getting to know where my parents grew up.
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 (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; Luis says to you: “This is too hard! I don’t want to do it.”

**How do you support both learners?**
Scenario Practice

Empowerment + Predictability

You are working with three fourth-grade students, Jessica, (she/her) Miguel (he/him) and Lucas (he/him) in the Buena Vista Horace Mann Writers’ Room.

They were working hard on drafting superhero stories for the first fifteen minutes of program, but now Jessica is getting fidgety. She keeps initiating off-topic conversations and getting up out of her seat to talk to a student at another table.

Miguel and Lucas are beginning to lose focus as well.

How do you get the group back on track?
You’re at a Podcasting Field Trip with Mission High School, working with LaKeisha (she/her), a tenth grader.

The prompt asks students to choose from a range of current events topics to respond to in an op-ed. Though LaKeisha has chosen the topic of gentrification, she appears uninterested in brainstorming or proceeding with her draft.

She responds to your suggestions with shrugs and silence.

**How do you proceed?**
## Predictability: Strategies

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<th>Strategies</th>
<th>Examples</th>
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| 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>
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<tr>
<th>Strategies</th>
<th>Examples</th>
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<tr>
<td>Be receptive to each individual's situation</td>
<td>“How can I support you in this session?”</td>
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<td>“I know it feels hard, but I also know you can do it, and I am here to help.”</td>
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<td>Offer choices and breakdown assignment into manageable pieces</td>
<td>“Would you like to work on A or B first?”</td>
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<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>
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<td>Always praise student effort</td>
<td>“Thank you for your perseverance today.”</td>
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</table>
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
Program Teams

Who’s Who at 826 Valencia
826 Programs Staff

MISSION CENTER
826 VALENCIA ST.

Lucie Pereira
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Kendra Lappin
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AFTER-SCHOOL AND EVENING TUTORING
With elementary and middle school students
Mon–Thu shifts vary between 2pm–6pm
Evening shifts at 6 pm

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.

Weekly commitment is preferred.
FIELD TRIPS
At the Mission Center
Mon–Thurs mornings,
9:45 a.m. -12:15 p.m.

Help support our Storytelling and Bookmaking Field Trips in the Writing Lab at 826 Valencia! During each field trip, a new class of students writes the beginning of an original story collaboratively, and then each student has the chance to write their very own ending.

SUNDAY TUTORING AND WORKSHOPS
With elementary, middle school, and high school students
At the Mission Center
varying times

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.

In our workshops, you’ll do a specific short term project with a dedicated group of students.
826 Programs Staff

TENDERLOIN CENTER
180 GOLDEN GATE AVE.

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ELEMENTARY IN-SCHOOLS PROGRAMS

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.

AFTER-SCHOOL TUTORING

With elementary and middle school students
Mon–Thu

Shifts vary between 2pm–6pm

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.

Weekly commitment is preferred.
PODCASTING FIELD TRIPS

At the Tenderloin Center
Mon–Thurs mornings
10 a.m. - 12 p.m.; 12:30 - 2:45 p.m.

In this program, you'll help students create vivid, informative, and compelling podcasts, and record their pieces with style and confidence. There are two volunteer shifts for each field trip. You can sign up for one shift or be a part of the entire trip! Tutors in the first volunteer shift will work with students as they brainstorm, plan, write, and revise their poetry, narrative, or opinion podcast that will engage and inspire a listening audience! Tutors in the second volunteer shift will help prepare students to record their podcasts and explore audio editing and online publishing.
826 Programs Staff

MISSION BAY CENTER
13104 TH ST.

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826 Programs

MISSION BAY CENTER
1310 4TH ST.

AFTER-SCHOOL TUTORING
Mission Bay Center
Mon–Thurs, between 2-6 pm

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.

Weekly commitment is preferred.

ELEMENTARY IN-SCHOOLS PROGRAMS

Bret Harte, Malcolm X, Starr King, Bessie Carmichael, 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.
826 Programs Staff

**IN-SCHOOLS PROGRAMS**
**VARIOUS SCHOOL SITES**

**Yareli Arreola**  
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**Stina Perkins**  
(she/her)  
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826 Programs

IN-SCHOOLS PROGRAMS
VARIOUS SCHOOL SITES

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.

Weekly commitment is preferred
826 Programs Staff

IN-SCHOOL PROGRAMS
BUENA VISTA HORACE MANN K-8

Ashley Smith
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826 Programs

IN-SCHOOLS PROGRAMS
BUENA VISTA HORACE MANN K-8

BUENA VISTA HORACE MANN (BVHM) K-8 WRITING ENRICHMENT
With elementary and middle school students

Mon–Thu, 4:00 - 6:30 p.m.

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
BLACK STUDENT INITIATIVE
With elementary and middle school students

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.

Currently seeking Black volunteers to support our Black students! For more information, contact volunteer@826valencia.org.
826 Programs Staff

AMERICORPS - BAYAC

And many more faces you will meet soon!
826 Programs Staff

Email internships@826valencia.org if you or someone you know is interested in interning this semester!
Post-Orientation Survey

shorturl.at/nuvyL
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:
Next Steps

- Review the tutor handbook, emailed soon!
- Sign the **Tutor Agreement** with DocuSign.
- Answer our [post-orientation survey](#)
- Complete your **TB risk assessment** within a month.
- Start browsing the [volunteer calendar](#)
- Join our [Volunteer Community Facebook Group](#)
- Email [volunteer@826valencia.org](mailto:volunteer@826valencia.org) with questions!

**THANK YOU!**
Sign up for your first volunteer opportunity today!
Thank you!