# OAKLAND SCHOOL VOLUNTEERS

## FINDING THE "RIGHT-FIT" FOR VIRTUAL TUTORING SESSION

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## I. Guidelines

In addition to the **Work Plan for Virtual Volunteers** you receive from your educator partner, the guidelines below will assist you with structuring your virtual tutoring sessions. The Work Plan provides a framework of focus, as well as preferred platforms/applications, and tutoring topics, but cultivating an agenda that is the "right fit" for your partner student is also essential for effective tutoring.

### A. Relationship Building Activities

Each session should include at least a few minutes devoted to building and nurturing a positive relationship between volunteer and student. When a student understands that a volunteer cares about and truly listens to them, they are more likely to feel comfortable, confident and focused. A trusting relationship:

✓ Aids in creating a positive learning environment
✓ Benefits both student and volunteer by enabling more productive, enjoyable sessions

✓ Allows the volunteer to better understand the students' interests, motivations, and concerns; the volunteer can then personalize activities to make them more engaging, thus, contributing to greater learning

## B. Flexibility and Personalization

Each student's personal characteristics and academic strengths are unique! As such, the following should inform session structure:

| | |
|---|---|
| Teacher Input | The student's teacher will recommend that the tutor work on specific skills for a student and/or suggest particular activities, assignments, or applications based on observations and academic insight. If possible, periodic tutor-teacher check-ins for each student will help the tutor define direction for future sessions. |
| Student Interests | Over time, the tutor may recognize special student interests and guide the sessions toward texts, activities, and applications that build on those interests. For instance, a student may show heightened interest in fiction or non-fiction texts, particular topics or types of problems, genres, etc. Keeping this interest in mind supports student engagement and focus. |
| Activity Effectiveness | Different students will respond well or poorly to different types of skills practice. The tutor should be sensitive to these preferences and incorporate them into sessions to maximize tutoring formats and materials that best suit their student partner. For example, some students like/dislike flashcards or practice activities that require lots of repetition. |

## C. Resources

Tutors will rely heavily on the Work Plan provided by their educator partner, which will include the educator's preference for tutoring platforms/application. All recommended platforms/applications are OUSD-approved and many will have skill-building activities and games. Please see the full list linked here.

## II. Recommended Session Framework

Tutoring sessions are typically 45-minutes maximum.

1. **Technical:**
   - Ensure that automatic recording is working properly and that sound and video are functioning.
2. **Opening:**
   - Open the session with a [Relationship Building Activity](#).
3. **Checking Google Classroom for Assignments Related to Tutoring Subject:**
   - Ask your partner student if they are having any difficulty completing relevant assignments. If so, ask if they'd like to start with the assignment or if they'd like to start with some skill practice on an application (options listed below).
4. **Agenda Review and Adjustment (as needed):**
   - Based on your partner student's order preference and any new information shared by the student.
5. **Utilizing Appropriate Application for Skills Practice:**
   - Your Work Plan will specify the teacher's preferred platforms/applications. Check out [this resource](#), where we've broken down application use by subject to support you in choosing appropriate activities

# III. Example Agendas for Virtual Tutoring Sessions

Virtual Tutoring Sessions should last <u>no longer than 40 minutes.</u>

## EX: SESSION AGENDA FOR 2ND GRADE LITERACY TUTORING

| TIMING | ACTIVITY | DESCRIPTION |
|---|---|---|
| 5 minutes | Relationship Building: People Poem | Check Google classroom for English Language Arts assignments with upcoming due dates. Ask your student if they'd like help completing the assignment. |
| 5 minutes | Google Classroom Check-In | Check Google classroom for English Language Arts assignments with upcoming due dates. Ask your student if they'd like help completing the assignment. |
| 1 minute | Review/Adjust Agenda | If assisting with an assignment and skills practice, ask your student which they'd like to start with. |
| 15 minutes | Reading Fluency Practice | Using Freckle Decodables: simple stories with phonetic spelling patterns & sight words |
| 10 minutes | Google Classroom Assignment Support | Asking open-ended questions to help your student make progress on an assignment:<br>*Questions to Ask at the Beginning of an Assignment:*<br>1. What do the directions say?<br>2. What did your teacher tell you about this subject?<br>3. What do you think you are supposed to do in this assignment?<br>*Questions to Ask if a Student Gets Stuck:*<br>4. What skills do you need to have to do this work?... (see page 9 of our Orientation packet for more examples) |

## EX SESSION AGENDA FOR 6TH GRADE MATH TUTORING

| TIMING | ACTIVITY | DESCRIPTION |
|---|---|---|
| 5 minutes | Relationship Building: This or That? | Discuss the following, often divisive, questions and be prepared to back up your opinion:<br>1. Would you rather live in the countryside or the city?<br>2. Would you rather run 1 mile uphill or 5 miles downhill?... |

| | | |
|---|---|---|
| 5 minutes | Google Classroom Check-In | Check Google classroom for Math assignments with upcoming due dates. Ask your student if they'd like help completing the assignment. |
| 1 minute | Review/Adjust Agenda | If assisting with an assignment and skills practice, ask your student which they'd like to start with. |
| 15 minutes | Google Classroom Assignment Support | Asking open-ended questions to help your student make progress on an assignment. *Questions to Ask at the Beginning of an Assignment:* 1. What do the directions say? 2. What did your teacher tell you about this subject? 3. What do you think you are supposed to do in this assignment? *Questions to Ask if a Student Gets Stuck:* 1. What skills do you need to have to do this work?… (see page 9 of our Orientation packet for more examples) |
| 10 minutes | Skills Practice on Brainpop | Unit: Ratio, Proportion, & Percent |

## EX SESSION AGENDA FOR 8TH GRADE HUMANITIES TUTORING

| TIMING | ACTIVITY | DESCRIPTION |
|---|---|---|
| 5 minutes | Relationship Building: 6 Word Summer Stories | This icebreaker is based on the legend that tells us about Ernest Hemingway being challenged to come up with a story in just six words. He wrote, "For sale: baby shoes. Never worn." Boom, a complete story in just 6 words. In this icebreaker, the volunteer and student each come up with a 6-word story that tells about their summer. |
| 30 minutes | Khan Academy Guided Assistance | Course: Grammar |