OAKLAND SCHOOL VOLUNTEERS

VIRTUAL TUTOR TRAINING

Table of Contents

I. Landscape of Oakland Schools

A. District-wide Facts and Vision

Mission: Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Vision: All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

The **Common Core Standards** ensure students are ready for success after high school by establishing guidelines for what every student should know in math and English language arts from K - 12th grade. The standards were drafted by experts and are designed to ensure students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs.

SKILL DEVELOPMENT FOCUS

Critical-Thinking	Purposeful, self-regulatory judgement. Reasoned consideration to evidence, context, conceptualizations, methods, and criteria
Problem-Solving	Defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; implementing a solution 1) Define the problem > 2) Generate new ideas > 3) Evaluate and select solutions > 4) Implementing and evaluation
Analytical Skills	The ability to examine something by separating it into parts and studying their relationships and influences

B. Status of Distance Learning

Helpful Links to Stay In Touch with OUSD:
- Starting Strong: https://www.ousd.org/startingstrong
- Distance Learning and Chief Academic Officer Updates: https://www.ousd.org/Page/19080
- Family Central: https://familycentral.ousd.org/home-learning
- Teacher Central: https://sites.google.com/ousd.org/teachercentral?pli=1&authuser=0

Phasing In Safely:

OPEN

⟳ **August 10: First day of school!**

Late August: OUSD Leadership determines next phase of instruction dependent upon MOUs and State of California Watch List.

September: All students in need have access to their own Chromebook, high-speed internet access and tech support through *#OaklandUndivided*

OUSD
2020

C. Response to Covid-19 Pandemic

FOOD & BASIC NEEDS

MEALS
3,280,552
Total number of grab and go meals distributed from March 16 to June 26, 2020. **2,900,552** student meals + **380,000** adult meals. **351,023** children served.

24 summer locations
Total **OUSD SUMMER SITES** to pick up 7 days worth free grab and go meals on Mondays and Thursdays starting on June 1st.

1,154,065
Summer meals for students delivered June 1 - June 26 during first three weeks of summer meals. Also served: **112,000** adult summer meals. **97,924** children served this summer.

FOOD BANK
37,115
Total number of **ALAMEDA COUNTY COMMUNITY FOOD BANK** emergency food bags equalling **556,725 pounds**. **186 bins** of food bank fruits & vegetables equalling **155,400 pounds** as of May 29.

SCHOOL-BASED CLINICS

3 school clinics
HAWTHORNE HEALTH CLINIC
100 28th Ave., (510) 535-6440

YOUTH HEART HEALTH CENTER
286 East 10th St., (510) 879-1568

YOUTH UPRISING @ CASTLEMONT HS
8711 MacArthur Blvd., Suite A, (510) 428-3556

1 phone consult line
LA CLINICA DE LA RAZA SCHOOL-BASED HEALTH CENTERS PHONE CONSULT LINE, 510-481-4566.

3,578 visits
2,124 medical, **1,654** behavioral health visits from March 16-June 26.

DISTANCE LEARNING

SUMMER LEARNING
4,531 enrollment
Pre-K through Young Adult enrollment in summer learning at **33 HUB SITES**.

SUMMER INTERVENTION/ACADEMIC RECOVERY: **1,312** Elementary; **883** Middle School; **1,760** High School. **SPECIAL ED ENROLLMENT:** **145** Pre-K; **215** Elementary; **56** Middle School; **72** High School; **87** Young Adult program. **ADULT ED ENROLLMENT:** **324**.

ELEMENTARY HIGHLIGHTS
7,411 books read
by Elementary students on **RAZ PLUS!** June 8-19, 2020.

96%
of **ELEMENTARY SPRINGBOARD** students have received an **INDIVIDUALIZED STUDENT ACTION PLAN** with a specific reading strategy to become a permanent reading habit.

772 home visits
completed virtually June 8-19, 2020.

72% avg. attendance
at weekly **WORKSHOPS FOR FAMILIES** in the first two weeks of Summer Learning.

COMPUTERS & INTERNET
18,226
OUSD chromebooks distributed to students for online learning at home (Data Source: OUSD Technology Services). In addition, **TECH EXCHANGE** has distributed **1,565** laptops and **435** tablets for a total of **2,000** as of June 19. Total distributed to date: **19,533** chromebooks and other devices.

2,470 hot spots
1,970 provided by **TECH EXCHANGE** and **500** provided by the **OAKLAND PUBLIC LIBRARY** connected by **T-MOBILE** and distributed by **TECH EXCHANGE** as of June 19.

COVID-19 RELIEF FUNDS

OUSD/OAKLAND PUBLIC ED FUND COVID-19 RELIEF FUND
$1,884,000
Total donated as of June 5. Funding is supporting OUSD food distribution, distance learning, direct assistance to highest need families, including **NEWCOMER** & **MCKINNEY-VENTO** homeless.

CLOSING THE DIGITAL DIVIDE

GOAL MET! $12.5 M RAISED FOR *CLOSING THE DIGITAL DIVIDE* - #OaklandUndivided -- PHASE 2 LAUNCHED

$500,000
from **GILEAD SCIENCES** donated on May 26, launching Phase 2 of #OaklandUndivided campaign to close the digital divide -- a City of Oakland and OUSD effort in partnership with Tech Exchange and the Oakland Public Education Fund.

$10 million
from **JACK DORSEY** & his **#startsmallinitiative**

$700,000
Donation from **MARK PINCUS**, CEO of Zynga.

$1.8 million
Donations include **$400K** from the **OAKLAND PUBLIC ED FUND BOARD OF DIRECTORS**, **$200K** from the **KOSHLAND FAMILY FOUNDATION**, **$125K** from the **GOLDEN STATE WARRIORS**, **$100K** from **AMAZON**. Other donors include **Akonadi Foundation, Anonymous, Black Rock, Comcast, David and Lucile Packard Foundation, Family and Beyond, Hewlett Packard Enterprise, Intel Foundation, Kapor Center, Oakland COVID-19 Relief Fund, The Barrios Trust, Verizon**, among others.

$200,000
Donation from **SALESFORCE** for **3,900** two-year **HOTSPOTS** in partnership with **1MILLION PROJECT FOUNDATION**.

II. Virtual Tutoring Details and Expectations

A. Process and Program Overview

ELIGIBILITY

1. > Existing volunteers express interest in becoming a virtual volunteer by emailing osv@oaklandedfund.org or by filling out this form: https://bit.ly/RemoteVolunteer2020.
   > First-time volunteers have the option to select "in-person" and/or "virtual" volunteering when they register online:
   https://www.oaklandedfund.org/programs/volunteer/community-volunteers/
2. Once interest is expressed, candidates will be approved by Ed Fund staff. Once approved, they will be invited to both an orientation and training session. Attendance is required for both - congratulations on completing the training today!
3. Virtual Volunteer candidates are also required to complete DOJ/FBI fingerprint clearance.

ONBOARDING

4. Once eligible, OSV staff will reach out to the Virtual Volunteer with potential assignments.
5. The Virtual Volunteer selects the assignment(s) that's the best fit for them and is e-introduced to the educator.
6. The educator will send individualized and detailed instructions to the Virtual Volunteer about the student and academic expectations called a "Work Plan for Virtual Volunteers".
7. The Educator and volunteer will set up a time to discuss the Work Plan.
8. The Virtual Volunteer will set up the recurring Zoom meeting accordingly and send meeting information back to the educator to communicate to the student and their guardian.
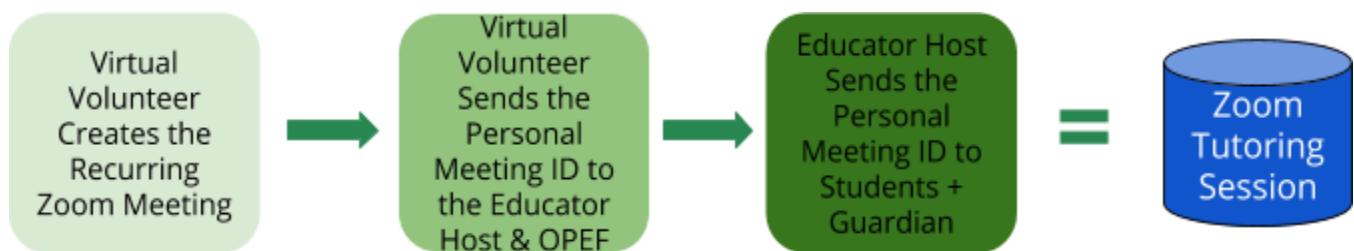
ENGAGEMENT & REPORTING REQUIREMENTS

9. Virtual Volunteering begins! The Virtual Volunteer will meet with the student weekly during the agreed-upon time. All sessions will be recorded.
10. Weekly the virtual volunteer is required to upload their video of the week's session as well as submitting a brief report about what took place during their session. Virtual Volunteers will receive an email from the Ed Fund on Fridays to submit the report and video upload.
11. Virtual Volunteers may serve for one academic year at a time - at which point student matches will be re-evaluated and re-assigned based on educator identification.

B. Expectations

1. Respond to email/phone communications within 72 hours
2. Record every virtual volunteering session
3. Submit weekly reports about the tutoring session on Fridays and upload your video recording(s) of session(s)
4. Communicate absences at least 72 hours in advance to the educator to be able to relay to student(s) and family member(s)
5. Monitor the images on your screen that students have access to, including:
    a. Browser Bookmarks, background artwork or photographs, language on clothing, clothing coverage
6. Volunteers may not use profanity.
7. Volunteers may not discuss their personal lives with students.
8. If anything takes place during your session that makes you feel uncomfortable, please end the Zoom immediately and email osv@oaklandedfund.org. We will review the recording and support you with next steps.

III. Setting Up the Required Zoom

Now we'll walk through the steps to create your zoom a
If you already have a Zoom account, we require that you set up a unique account dedicated to only virtual volunteering.

PART I: REGISTRATION
1. Go to zoom.us in your browser and click SIGN UP, IT'S FREE
2. Submit your date of birth
3. Submit an email address that you will only use for virtual volunteering. Click Sign Up
4. Open your corresponding email account and open the message from Zoom, and click Activate Account
5. This will automatically bring you back to a new Zoom tab. Answer "no" to the question "Are you signing up on behalf of a school?"
6. This takes you to the "Welcome to Zoom" page
7. Input your first and last name, select + confirm your password, and click Continue
8. **SKIP** the invitation to invite others to join Zoom | Click: **Go to My Account** (NOT Start meeting)
9. Review and **X** out of the green notices at the top of the screen
10. Go to your "Profile" on the left hand side copy your Personal Meeting ID and paste/send it to osv@oaklandedfund.org
    a. You might need to click "show".
    b. It will be a series of 10 number ### - ### - ####

PART II: CREATING YOUR VIRTUAL VOLUNTEERING MEETING TEMPLATE

Now it's time to set up your recurring meeting template to use with the student(s) you'll work with.

1. Click "Meetings" under Profile on the left hand side.
2. Click "Schedule a New Meeting"
3. Fill in or leave-bank the following sections. These will need to be updated once you know your final assignment:
   - Topic = Tutoring Template
   - Description = Blank
   - When = Blank
   - Time Zone: Pacific
4. Things to update:
   - Duration = 0:45 minutes
   - Check Recurring meeting (below the time zone)
     - Recurrence = Weekly
     - *You will adjust these details upon final assignment*
   - Security = Enable waiting room
   - Video = Host On + Participant On
   - Meeting Options =
     - Disable join before host
     - Enable record the meeting automatically on the local computer
5. Click Save
6. Click Save as Meeting Template (bottom middle of the page)
7. Template Name: "Virtual Tutoring Sessions" and Click Save as Template
8. Click Meetings On the left hand bar
9. Click Meeting Template toward the top right of the school to find your template!

PART III: PRACTICAL USE - ON YOUR OWN

Once you have your final volunteer assignment, you will return to Zoom to set up your recurring meeting schedule with students.

1. Under "Personal" in the left hand tab, select "Meetings"
2. Delete the meeting that we created during training as practice
3. Select "Meeting Templates" on the right hand side of the top options bar
4. Identify the "Virtual Volunteering" template (this should be the only one), and select the Action "Schedule Meeting with this Template"
5. Update information:
   - Topic = What subject(s) has the teacher assigned you to work on
   - Description = Add detailed content from the teacher's instructions to you
   - When = Update based on educator assignment
   - Click Save
6. Go to "Meetings" under "Personal" in the left hand bar, find "Invite Link", and click "Copy Invitation"
7. Copy/paste the content in the pop-up window and email it to both your educator partner and osv@oaklandedfund.org. The educator will share with the student and their family.

IV. Session Content

A. Work Plan for Virtual Tutors by Educators

As a part of the onboarding process, your educator host will fill out this form for you to learn more about your student before you begin to volunteer. Here is a preview of the document:

Educator Name:	
Educator Email:	
Educator Phone:	
School Name:	
Grade:	
Student Name:	
Guardian Name:	

	Day:	Time:	Frequency:
PREFERRED SESSION TIMING:			**Weekly**

Tutoring Subject(s):

-

Tutoring Platforms/Preferred Applications:

-

Background on Student:

Interests:	•
Strengths:	•
Areas/Skills to Focus On:	•

Kicking Off Tutoring Session Content:

Week #	Date(s)	Tentative Volunteer Activity
1		
2		
3		
4		
5		
6		

B. Approved Educational Apps

Logging into all apps requires logging into "Clever". Students log into "Clever" and then are automatically logged into the rest of the apps. * Does **NOT** require a Clever account to sign-in.

APP	CONTENTS	URL
BrainPop	Educational Videos and Activities (K-8): All Subjects	https://www.brainpop.com/
*Britannica School**	Online Encyclopedia (K-12) Use "OUSD" in both fields to sign in	https://school.eb.com/levels
FOSSWeb	Science Curriculum (K-8)	https://www.fossweb.com/
Freckle	Math & Reading Practice (K-8)	https://www.freckle.com/
Raz-Kids	Reading Practice (K-5)	http://www.raz-kids.com/
Khan Academy	Math, Science, Computer Programming, and History (K-12)	https://www.khanacademy.org/
Newsela	News Articles for Students (K-12)	https://newsela.com/
*OPL**	Free eBook lending using library account	https://www.oaklandlibrary.org/
*Typing Club**	Keyboarding Practice (create account or use existing one)	https://www.typingclub.com/
*Scratch**	Coding for kids (create account or use existing one)	https://scratch.mit.edu/

Check out this Resource on our website for more comprehensive content and instructions regarding these individual apps: OUSD Application/Platform Guide for Volunteers

C. Tips to Structure Engaging Sessions

BEFORE YOUR TUTORING SESSION	
Be Cautious of Your Setting and Attire	**Dress as if you are tutoring in the school setting**: ● Clothing should cover the entire midsection of your body and extend to at least the knees and shoulders ● Clothing may not depict or display inappropriate or distracting language or images **Choose to tutor in a quiet space**, with background materials least likely to distract students
Prepare to Respect the Session	Pings and alerts are distracting for tutor and student alike- **silence your notifications on your computer and/or cell** to limit distractions
Have a Pen and Pad of Paper Close By	**Consider having writing materials nearby** to write notes/reminders to yourself, for ex: follow-up questions for your educator partner
DURING YOUR TUTORING SESSION	
Present Clear Objectives	**Start sessions by sharing the agenda/plan for the session**, for example: You might let the student know that their teacher asked you to work on English Language Arts with them and that you will spend 15 minutes on guided reading practice and 20 minutes on a Brainpop writing activity of their choice
Offer Choice	Lacking autonomy and being subjected to adultism can be a great point of frustration for students. Working with a tutor is a time that they can experience choice in their day. **If possible, allow your student to choose the order of activities and specific games/activities on apps.**
Model Norms for Engagement	- Model appropriate behavior by sitting up or standing while tutoring. - Be aware of your posture and avoid answering emails or chats while working with students - if you seem bored, they will also become disengaged. - Demonstrate your undivided attention to your student and their work by keeping your eyes focussed on the student and not their surroundings.

Promote a Culture of Curiosity	Communication plays a key role in learning. **Ask open-ended questions if your partner student is having trouble getting focused or gets stuck:**
	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:
	   4. What skills do you need to have to do this work?
	   5. Which part of the assignment can you do?
	   6. What skills do you need to be able to do?
	   7. What is confusing to you?
	   8. What do you think will happen if you try...?
	   9. What strategies will you use to figure out the answer?
	  10. What are the steps you need to take to find the answer?
	  11. What will you do to check if your answer is correct?

	Instead of asking your student if they understand the concept, try asking them to "teach you" it in their own words. This gives you the opportunity to listen to their point of view, evaluate their understanding, and if needed, reinforce concepts that the student might not have understood completely.
Use Expressive Body Language	Use your body, facial expressions, hand gestures to act things out, highlight, convey interest, and reinforce key learning takeaways.

AFTER YOUR TUTORING SESSIONS: Upload your video and submit your report

V. Practice Scenario

A. Elementary-Age Session Practice

TIMING	ACTIVITY	DESCRIPTION
5-minutes	**Relationship-Building Activity**	Ask the student: ● What do you like to do on the weekends?
1-minute	**Agenda Review**	Explain that you're going to do Scratch Coding today and then review Google Classroom assignments from the Educator
5-minutes	**Try out Scratch**	Go to https://scratch.mit.edu/ and click "Start Creating"
	Google Classroom Check-In Assignment Support	

IMPORTANT REMINDERS: Volunteers may NOT discipline students. Instead!
- Catch students doing a good job! Reward positive behavior with specific compliments as much as possible.
- Redirect a child's energy: "Look over here, I have something to tell you!"
- Use "I" statements to encourage students to cease behavior. "I cannot help you when..."

B. Review Oakland Ed Fund Webpage Resources for Volunteers

https://www.oaklandedfund.org/programs/volunteer/community-volunteers/

- Relationship Building Activities
- Planning Virtual Tutoring Sessions
- Guide to OUSD Educational Apps and Online Platforms
- Career Coach Training Packet
- Literacy Tutoring Tools/Strategies Packets (Elementary + Middle)
- Math Tutoring Tools/Strategies Packets (Elementary + Middle)