

Welcome to HMT'S Tutor Development Workshop!



Introductions

- Please locate your chat! As an introduction, send in the chat how many years you've been tutoring, and where you currently tutor. For example – *Jack, 5 years, Lansdowne, Charlotte*

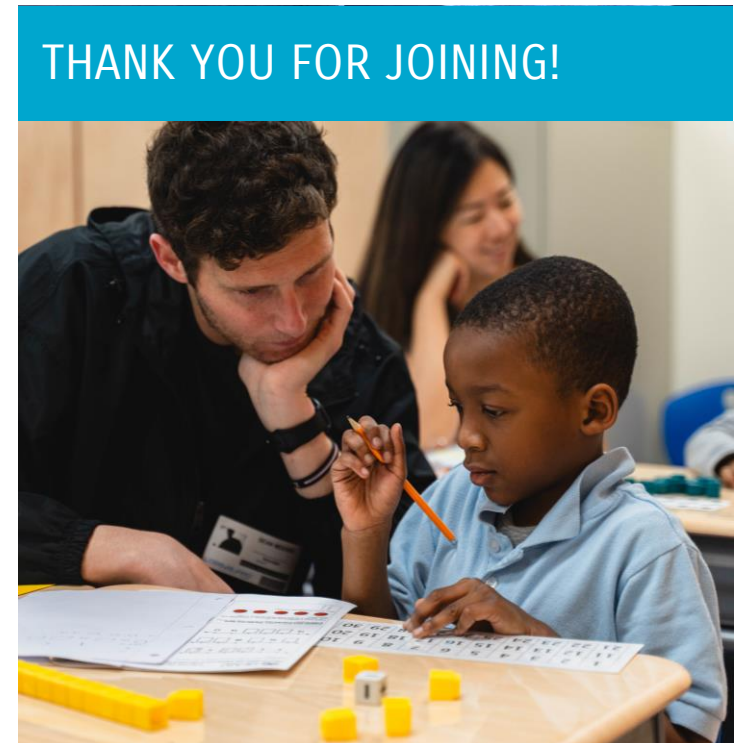
Housekeeping

- Please stay muted and have your video on if you're able.
- To ask a question during the workshop, put your question in the chat or use Zoom's "raise hand" function (click "react" and you'll see this option.)
- There will be many opportunities to answer questions during the workshop, and we'll direct you to use the chat or "raise hands".



Agenda

- Introductions (5 minutes)
- Student Engagement Best Practices (30 minutes)
- Supporting Multilingual Learners (20 minutes)
- Close Out (5 minutes)





Student Engagement

Student Engagement: 5 Key Best Practices

- **Student Relationships:** Engage first, then connect to content
- **Provide authentic, specific, and frequent feedback,** focused on process not ability
- **Give students a voice and a choice**
- **Help students self monitor**
- **Set your distracted learner up for success:** Remove visual distractions and break lessons into intervals



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STUDENT RELATIONSHIP BUILDING

THE POWER OF RELATIONSHIPS IN SCHOOLS



Connecting Students & Volunteers
for Results that Count.



How do you connect with your student during tutoring?

“School is the single context within which the combination of skill and relationship development occurs on a regular basis.”

Adolescents at School, Sadowski, 2008



“Locate a resilient kid and you will also find a caring adult—or several—who has guided them.”

Invincible Kids, U.S. News & World Report



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STUDENT PRAISE

PRAISE EFFORT, NOT INTELLIGENCE



"You're so smart!"



GROWTH MINDSET

Is Freedom



FIXED MINDSET

Is Limiting



Think of a piece of praise you've received that sticks out to you. What is it about that specific piece of praise that sticks out in your mind and remains memorable?



“No matter what your ability is, effort is what ignites that ability and turns it into accomplishment.”

-Carol Dweck, Author of Mindset

Allow Students to Make Choices:

- Color of connecting cubes/crayons
- Choice of seat
- Which game to play first.
- What names to use in the word problems
- What the cubes represent when counting
- How long to set the timer for an activity
- Sit or stand for the activity



Put in the chat a choice you currently give your student during sessions, and one new option you want to provide going forward.

Many students (and adults) stay more engaged in activities when standing as it promotes alertness and focus!



For students who struggle with attention or motivation:

- Set up a star chart where the student puts on a sticker every 5 minutes they are on track.
- Have the student write out what on-task behaviors look like and keep that paper in view.
- Work towards 5 minutes of a favorite game at the end of a session.
- Have students give themselves “points” for on task behavior – it turns any activity into a game!
- Use the goal board to show students the progress they’ve made and set new goals with a plan to reach them.



Use the “raise hand” feature if you’d like to share how any of these strategies have worked for your students in the past or if you have additional self-monitoring strategies that have worked!



REMOVE VISUAL DISTRACTIONS AND BREAK LESSON INTO CHUNKS

Remove Visual Distractions:

- Remove unnecessary clutter and visual distractions from the workspace. Keep extra materials (cubes, dice, cards) that aren't in use out of sight/reach of the student.
- Have student sit on the side of the table/desk where they are facing the least amount of distraction (other students, the door/hallway, etc.)



Break Lesson into Intervals:

- Use a timer and split the session into two 12-minute intervals with a break in the middle for water, jumping jacks in the hallway, tic tac toe, etc.
- Have your student rate their effort at two or three different timed intervals during the session.



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Student scenarios

- 6 minutes in a breakout room
- Two student scenarios to brainstorm
- Think about the skills you've just learned!
- Be ready to share out!



Scenario 1: You have a 1st grade student who cannot stop playing with the materials and cubes. When the materials and cubes are placed out of reach, the student begins playing with a Pop-It that was in their pocket, then a pencil.

Scenario 2: You have a 5th grader who constantly has had their head down on their desk for a good portion of their last 3-4 tutoring sessions, and disengagement is evident. When you ask them what's up, they let you know they don't want to come to tutoring or be doing the parts of 8, it's boring, and they'd rather be in class.



Supporting Multilingual Students

- We believe that diversity of thought and experiences make our team and tutors stronger.
- We also know that our students benefit from working with adults from all backgrounds.
- As the cities we work in grow and welcome learners from around the world, we want to support our volunteers in their work with students learning English



Try and solve as many problems as you
within 1 minute

Think of one word to sum up how
you felt during this exercise

Add it to the chat!



Diversity in our Schools (CLT) (Racial and Ethnic Groups) – 2024/25

- Black: 35.7%
- Hispanic/Latino: 29.6%
- White: 24%
- Asian or Asian/Pacific Islander: 7.1%
- American Indian or Alaska Native: 0.2%
- Native Hawaiian or other Pacific Islander: 0.1%
- Two or more races: 3.3%

**175 COUNTRIES OF
ORIGIN**

204 NATIVE

Diversity Across our Regions

Charleston County has 11% student listed as multilingual learners and exactly 50% of their students identify as BIPOC
Winston Salem has 13% of their students identified as multilingual learners and 67% of their students identify as BIPOC

Practice Asset-Based Thinking

- An asset-based approach to education is one that focuses on what students bring to the table and builds on it, rather than focusing on students' deficits. This is more than just an academic approach; it's a holistic way to view a child.
- Rather than focusing on what a student doesn't know yet, we might say "what is my student already able to do and how can I help them use that to build a new skill?"
- A child who speaks English as a second language could be seen as having challenges due to less than perfect English proficiency, or they could be viewed as a strong thinker who is required to switch languages throughout the day and someone who brings a valuable perspective to the table.



Language Acquisition Stages

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction	The student <ul style="list-style-type: none">• Has minimal comprehension.• Does not verbalize.• Nods "Yes" and "No."• Draws and points.	0–6 months	<ul style="list-style-type: none">• Show me ...• Circle the ...• Where is ... ?• Who has ... ?
Early Production	The student <ul style="list-style-type: none">• Has limited comprehension• Produces one- or two-word responses.• Uses key words and familiar phrases.• Uses present-tense verbs.	6 months–1 year	<ul style="list-style-type: none">• Yes/no questions• Either/or questions• Who ... ?• What ... ?• How many ... ?
Speech Emergence	The student <ul style="list-style-type: none">• Has good comprehension.• Can produce simple sentences.• Makes grammar and pronunciation errors.• Frequently misunderstands jokes.	1–3 years	<ul style="list-style-type: none">• Why ... ?• How ... ?• Explain ...• Questions requiring phrase or short-sentence answers
Intermediate Fluency	The student <ul style="list-style-type: none">• Has excellent comprehension.• Makes few grammatical errors.	3–5 years	<ul style="list-style-type: none">• What would happen if ... ?• Why do you think ... ?• Questions requiring more than a sentence response
Advanced Fluency	The student has a near-native level of speech.	5–7 years	<ul style="list-style-type: none">• Decide if ...• Retell ...

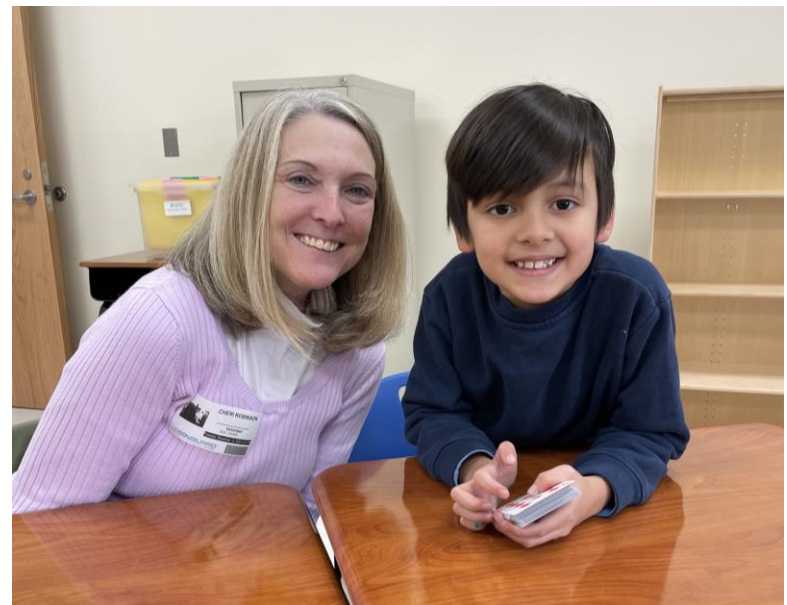
Helpful Strategies to Support Your Students

Validate Your Students Prior Mathematical Knowledge

- Letting them solve problems their way first
- Asking about what math vocabulary words they are familiar with

Provide Scaffolds to Support Students Understanding of Math Problems

- Word Problems:
 - Model reading word problems and then having student repeat
 - Highlighting key words and #s in word problems
- Use of sentence stems for more or less
- Provide adequate wait time



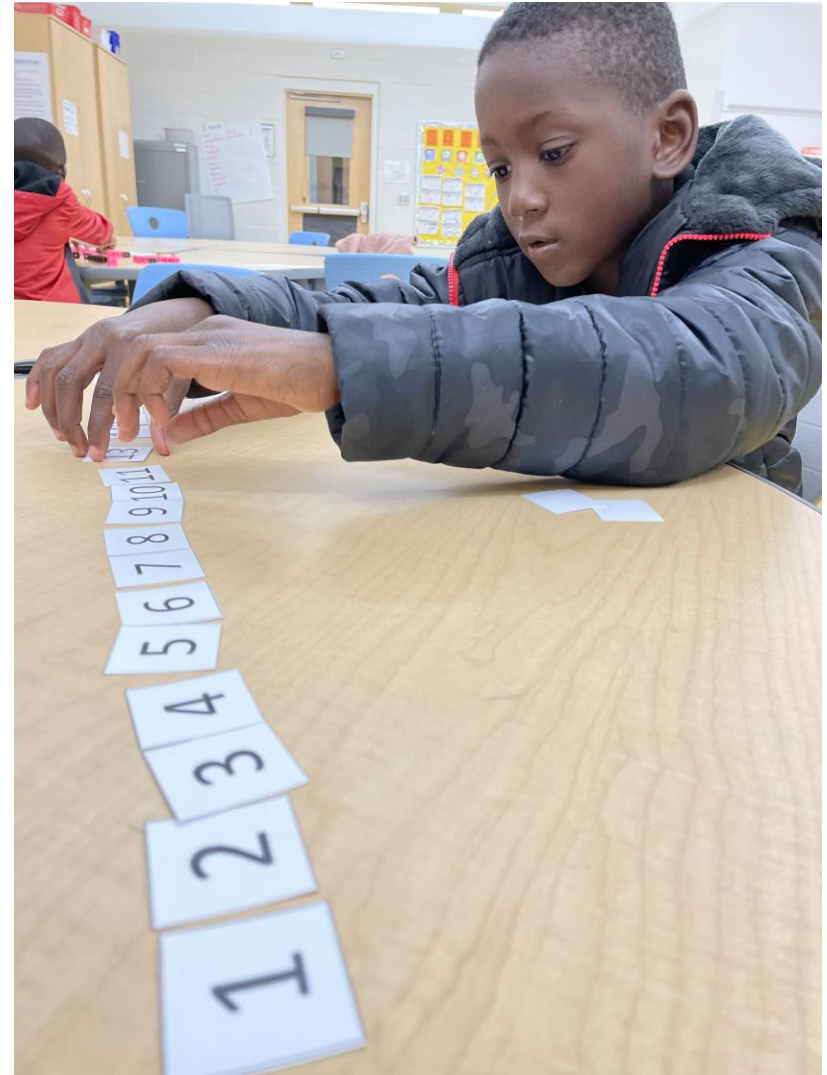
Helpful Strategies to Support Your Students

Present Math Problems and Concepts Visually

- Draw base tens and ones as needed

Bridge the Gap Between Math and Real-World Issues

- Use manipulatives or items that your student understands



Helpful Strategies to Support Your Students

Here are some resources you can find on your HMT Cart to help support your students

- Cubes !! – Any manipulatives you may have near you that your student understands!
- Ten frames
- Place value blocks (ones, tens, and hundreds)
- White boards
- More or Less : Sentence Strips **!!NEW!!**
- Word Problems : Word problem reference sheet



Put in the chat one thing you will do differently at tutoring going forward, or one new thing you will try!





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[Tutor Resources](#)

[Recruit a tutor!](#)

General Resources



IN PERSON LESSON GUIDES

[HMT In Person Lesson Guide \(password protected\)](#)



CURRICULUM VIDEOS

[HMT Curriculum Videos](#)



NOTEBOOK OVERVIEW

[HMT Notebook Overview](#)



ADDITIONAL RESOURCES

[HMT Additional Resources](#)



VOLUNTEER RECRUITMENT KIT

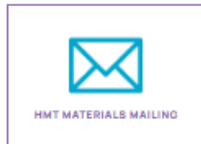
[Recruit a Tutor!](#)

Virtual Tutoring Resources



VIRTUAL LESSON GUIDES

[HMT Virtual Lesson Guide \(password protected\)](#)



HMT MATERIALS MAILING

[Have a Virtual Lesson Guide Mailed](#)



TECHNOLOGY GUIDES

[Technology Guides for Virtual Tutoring](#)

Charlotte Resources



CLT TUTOR CODE OF CONDUCT

[CLT Tutor Code of Conduct](#)



CLT CHILD PROTECTION POLICY

[CLT Child Protection Policy](#)



SIGN CLT TCC AND CPP

[Virtually Sign the CLT TCC and CPP](#)



CMS BACKGROUND CHECK

[CMS Volunteer Registration](#)

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THANK YOU!