

# Tutoring – How I Work

Hello! Thank you for your interest in my tutoring services. This document is intended to answer some common questions that my students (and their parents) often have about my services and how I work. I am fully vaccinated and can hold sessions either in-person (at your home or a convenient location) or remotely over Zoom with an online whiteboard.

Here are a few common topics that people ask me about my tutoring:

- [What's Your Tutoring Style?](#)
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- [How Can I Help My Student?](#)
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Please feel free to call or email me to discuss your needs in person – I look forward to working with you.

Best regards,

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## What I do

Many people think of a tutor as a “personal teacher” for their student. While many aspects of teaching and tutoring are similar, there are also some big differences.

As a tutor, my goal is to customize the subject to your child’s (or your) learning style and ability level. I will be studying your child’s learning style and what types of problems they do well or have trouble with. In technical subjects in particular, I’ll hone in on what foundational material they might not have completely mastered and help reinforce it. I’ll use my knowledge of the subject *and* the student to personalize their learning experience and help them really understand the material. For many topics, I have a dozen different ways to teach the material. I’ll pick the ones that will help your student the best.

On the other hand, your student’s teacher is trying to create an overall framework for 25 students (or more) to learn the material – mostly though following the generalized curriculum and classwork that they provide. They’ve often developed extensive libraries designed for the whole class – a framework for students to learn in. However they don’t have the time to provide individualized teaching, review of homework problems – or often even meaningful feedback on test questions. A teacher might spend 3 minutes reviewing each student’s test when grading it. With 200 students, that’s about 10 hours of work for each test! And that’s not much help for you or your student.

With this in mind, I work best when there is an existing framework – a class that someone is already taking or a test they're preparing to take. I have created (and can create) my own course material to teach a complete subject from scratch – but I don't have an extensive library of materials for this already prepared for each subject. As a result please let me know if your student doesn't have a book or class material to work on so I can be prepared to help them appropriately.

I have tutored many different subjects during my time as a tutor, but I focus on advanced analytic subject matter – in particular math, physics, chemistry, and various computer subjects. I can tutor most of this material through college level. I also tutor all portions of SAT/ACTs and other standardized tests.

I can hold sessions in person or online, and I have been holding online sessions with students around the world for more than ten years. I use a combination of Zoom and an online whiteboard to make the remote experience as convenient and productive as possible – there are even some advantages to online sessions with things that we can't do in person.

## High-Level Tutoring Summary

There are a handful of key topics that students and parents commonly ask about – here's a summary of some of the main items:

### What is one of your tutoring sessions like?

I can conduct sessions in person or online. For in-person sessions, we'll pick a location convenient to you. This could be your house, a library, or a coffee shop. High schools usually do not want outside tutors to come into their on-campus libraries for security reasons.

For online sessions, I use Zoom and an online whiteboard, in addition to other electronic communications to share pictures of work (text / email) when needed.

### How do we get started?

For our first session, I'll start with an assessment of your / your child's current situation in the subject. This might include a skills assessment, review of recent graded material, and review of certain key foundational material for the current topic. I prefer for my first session with a new student to be in-person if possible, even if most sessions will be held remotely.

In early sessions, I strive to balance the need to prepare for upcoming quizzes and tests with foundational work that will result in long-term improvement. I ask your student lots of questions – my goal is not to SHOW them how to do the problems, but to help them UNDERSTAND how to do them.

Over time, I'm paying attention to the types of issues that my students encounter. How well do they retain the material they've learned from one session to the next? How often do they make "silly mistakes", misread questions, or fail to answer a question completely? How motivated is the student in this subject, and can I provide reasons that will be more motivating?

### How long is a session?

I'll schedule a specific amount of time (typically 1 hour for in person sessions, sometimes less for remote sessions), but I believe in being flexible. Sometimes we work for 45 minutes and there really isn't anything more to cover. Sometimes there's an unexpected test coming up or we're "on a roll" and we'll spend an extra 15 minutes. We'll adjust the time based on your student's need, within bounds that you set and my schedule constraints. Note that even when a student is behind and needs to catch up quickly, it's rare that a session longer than 2 hours is productive.

### How much does a tutoring session cost?

My hourly rate varies over time (I don't update this document often), but whatever rate I share with you will stay that way through the school year. I charge a little bit more for some advanced technical subjects, in person tutoring, and for multi-student sessions. In situations where I need to develop class material or review material outside of our tutoring sessions, I'll specifically quote the cost / time needed for that in advance (this is rare).

My rate is an hourly rate, so if we spend a little more or a little less than an hour, the cost for the session will vary proportionately. Please let me know in advance if you have limits to the maximum amount of time you want us to spend (and the related cost) for a session.

### **What results can we expect / When can we expect results?**

There's no magic answer to this question, but I promise that we'll communicate regularly about your student's progress, especially during our first few sessions. I'm looking at a lot of different factors to assess how your student is doing and what problems they have – how much is retained from one session to the next, their motivation, attention to detail, comprehension of the core concepts, and more.

I usually provide updates on how things are going after each of the first few sessions, and as needed or desired after that. Note that I might not need to talk the next day about how a session went, as my schedule is pretty packed during after-school tutoring time. I might give your child specific homework / additional material to practice and I'll share my assessment of how they're progressing. I typically have a good feel for how your student is doing and what progress to expect after 2 or 3 sessions.

### **Common Questions**

Q: Where do you hold sessions?

A: I typically meet with students online. For in-person sessions, we can meet at your home or a location convenient to you.

Q: Can we have a session in the morning before my test?

A: This doesn't work well for grade school students – I've never had one of these that I thought was really productive. This can work for college students who have an afternoon exam, but in general it's better to have our test preparation session 2-3 days before the test, leaving some time to practice what you've learned.

Q: My student is really behind – can we have a 3 hour tutoring session so that –

A: No. I can count on one hand the number of students I've ever had who can be productive for a 2 hour session, much less three. If your student has a lot of catch-up to do, I recommend SHORTER sessions, more frequently (even 2x/day if needed), with homework that I'll assign between the sessions for them to work on and review at our next session.

Remember that our sessions are about learning and help with topics that students are having trouble with, not getting the work done. The goal is for students to be doing most of the work outside of our sessions (usually).

Q: Are you vaccinated?

A: Yes – I'm fully vaccinated. I will let you know immediately if I test positive for COVID-19 and ask that you do the same for me if we have in-person sessions. I can hold remote sessions for students who are positive but trying to keep up with schoolwork remotely.

Q: I'm uncomfortable with my student interacting online with a tutor. Can I sit in on the sessions?

A: Of course! I want you and your student to feel comfortable with our tutoring process, whether online or in-person. And in situations where it's helpful to text pictures of homework or problems from a textbook, they can use your phone or email if you prefer.

## How to Get the Most out of Your Tutoring Session

OK Listen up students – the meter starts running at our expected tutoring start time (taxi cabs used to have “meters”, you see. Wait – what’s a taxi cab?...). Here’s what you should have ready when I show up / when we start our session to get the most out of it:

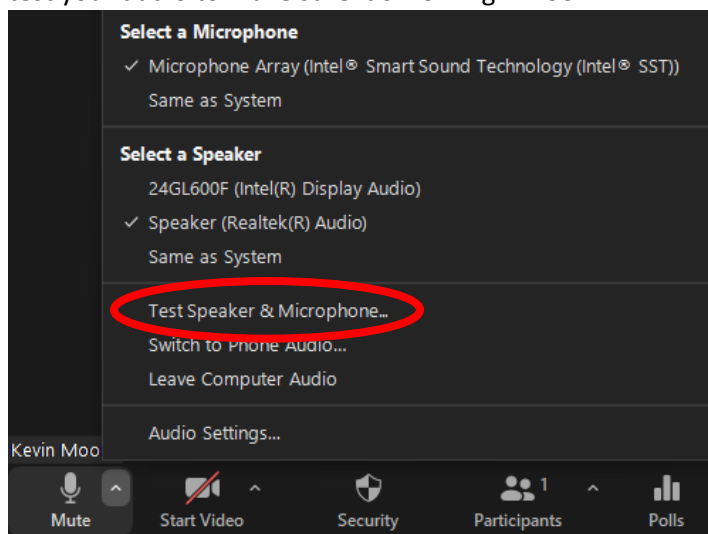
### Session Preparation – What You Should Have Ready

When our session starts (whether in-person or online), you should have all class materials and relevant tools needed to do their work and begin work. This includes:

- Your textbook or online textbook
- Recent graded tests, quizzes, or other material
- Any current problem sets
- Pens/pencils and paper
- Calculators, Periodic Tables, Z-tables, formula sheets, or other items used in the class. You should be doing your homework the same way you take your tests (e.g. don’t use your phone calculator for your homework then use the TI-84 on the test).
- A list of questions you have from this week’s work (if you haven’t texted me already – see below) about your material

And for online sessions in addition to this:

- Be logged in to Zoom and the online whiteboard
  - o And check that your audio is working properly (speaker / headset). Here’s how you can test your audio to make sure it’s working in Zoom:



- Be logged in to your class textbook or homework material, if appropriate
- Send me pictures of any homework or problems from your book by email in advance, or by text message during our session as needed. (Emails with large attachments can take up to 5 or 10 minutes to arrive, and we don’t want to have to wait that long during a session.)

As you’re working on homework during the week, keep track of the problems that have been challenging for you, along with any specific questions about how to do them. Please come prepared to

make the most of our time together! Ask about my [www.epiphany.com](http://www.epiphany.com) tutoring site to help with your homework!

### **Additional Thoughts**

Remember that the goal of our tutoring sessions is for you to understand how to do the work, not to get the work done during our session. Here are some ways that you can make the most of our tutoring time:

1. Make sure you have all necessary materials ready when our session starts.
2. Try the homework first and be ready to discuss the challenging problems.
  - Many of my students' tutoring sessions involve working on some of the current homework problems and that works fine. We'll do a few problems of each type, and skip ones when it's clear that they clearly "get it". Don't expect that we'll finish your homework during our session though – that's not the goal!

Rather than working on homework during our session, it's more effective if you try some of the homework problems first, and can say "I'm having some trouble with these three problems." Then we can focus on the material where you need the most help.

3. Think about the material that you need help on prior to our session, so we can focus on that. If there are specific problems or topics, having a list of subjects that you want to cover is a great place to start a session.
4. Think ahead about your schedule for the week. If we usually meet on Wednesday but you have a test on Wednesday, let me know and we can either reschedule for Monday or Tuesday, or skip that week. There might not be much to work on right after your test.
5. Ask me questions between sessions.
  - I include this as part of my tutoring for all regular students. If you have a question or are stuck on some material during the week, don't wait until our next session! Text me a question and a photo of what you're working on and I'll share a quick pointer or two. Few of my students take me up on this, but it's much better to address confusion early than wait several days (while falling further behind as the class continues to progress).

Most of the time a few minutes is enough to keep you on track. Sometimes if there's a good reason, I might recommend a quick online session to help you with some material.

## Session Scheduling and Schedule Management

I typically arrange sessions at a location convenient for you, either in person or remotely. I conduct many of my sessions online using Zoom and an online whiteboard for collaboration; I can also meet at your house or a local library or coffee shop if you're local to the San Jose area. (I also have specific days when I'm in the Lafayette/Walnut Creek area.) Some of my students schedule weekly sessions, others only need sessions every other week or on an "as needed" basis. In order to ensure that I'm available to as many of my students as possible, I ask for your help in maintaining an up-to-date schedule.

Many professional tutors have a specific weekly time for their students – that's your time and you have that time every week whether you need it or not. I can see the appeal of this sort of schedule, but I believe that your schedules and students' needs change frequently, and a rigid schedule doesn't work well for most students. Extracurricular activities, changes in the date of exams, and other everyday changes happen. In order to offer flexibility to my students, I also need some flexibility in return. With that in mind:

- Please provide 24 hours' notice of any changes or cancellations. I reserve the right to charge for the time for late cancellations of in-person sessions – when necessary this is typically 30 minutes for late cancellation of an in-person session before I arrive or online, or one hour for a no-show or cancellation at the door. It's rare that I've needed to call on this policy and I make allowances where I can, while also considering my other students' needs and my travel time and costs.
- The minimum standard session time is one hour for in-person sessions. Let me know if your student needs less time than that. If I'm in the area anyway, no problem. But if I have to travel half an hour to the top of Skyline Blvd. for a 30 minute session, I might have to charge for the full hour. Short sessions can also be handled remotely / online – there is no minimum time for online sessions, though I don't recommend sessions less than 30 minutes long.

### Scheduling a Tutoring Appointment

Here's an example of my schedule on a typical week from 2017. I've blurred the picture to keep people's names confidential – the calendar on the right is my tutoring calendar; on the left is my personal and consulting calendar:



As you can see my schedule is pretty full most days, especially Sunday through Thursday. I generally take Fridays off and finish by 3pm on Saturday, but I might be available at these times with advance notice. Important Note: If you send me a text asking, "Can we meet at 5:15pm on Tuesday", the answer is probably "no". Please provide a range of times that would work for you when texting to schedule a session. (I'm working to put this online soon.)

I'm typically trying to schedule 4-5 sessions on a weekday, and 6-10 sessions on weekends during peak tutoring season. (Final exam weeks are even more packed.) I strive to keep my transit times between in-person sessions short (e.g. I avoid having a session in Cupertino, then Fremont, then Palo Alto) to maximize my availability.

**Appointment time flexibility:**

- Whenever possible, I try to allow for flexibility in my students' schedules. Unexpected changes happen all the time due to sickness, changes in test schedules, extracurricular activities, a student needing more help than expected, or many other reasons. I don't believe that rigid schedules work for most families. In order to be flexible, I need flexibility in return.
- As a result, my appointment times are not rigid. I strive to show up at the time scheduled, but I may be 15 minutes earlier or later. I want to be aware of your schedule to make sure this works – please let me know if you have a "hard stop" immediately before or after our session so I can plan accordingly. You can expect a text if I am or am going to be running late. If I'm five minutes late and you haven't heard from me, please text or call to confirm.



- Since most of my weekday sessions are after school hours Pacific Time, I try to make the most of those hours and start around 3:30pm or as soon after that as possible. Please let me know if this time is available for you.
- **Time availability:** I typically expect that students can meet for sessions after school until about 9:30pm unless we discuss otherwise. But I have also tutored students as late as midnight or in the mornings / during the school day (if they're out sick, for example). If you get out of school earlier or would like to schedule a session later than 9:30 let me know – I generally won't propose these times unless prompted.
- Please let me know if you have specific times for dinner, extracurricular activities, or different "last call" evening end times that you prefer – it helps me to know your constraints and preferences, I'll do my best to work within these times.
- In general Friday is a day off from tutoring for me, though I may be available if needed with advance notice. Feel free to ask, but if a weekend time works for you I'd prefer that.
- On weekends, I assume that sessions between 10am and 9pm are OK, though I've had students who liked to have 8am weekend sessions. Thanks for your help in working with your family's calendar.
- **Final exam week**  
The two weeks before final exams is particularly packed – **please schedule your session early!** While many of my students have sessions every other week or as needed, almost all of them want at least one session leading up to final exams. (And I'll get a flood of new requests, many of which I have to decline.)

Additionally, students who have regular Thursday tutoring sessions but have an exam on Tuesday or Wednesday will be looking for times earlier in the week. Check your final exam schedule early to confirm what day you'll want a session.

### **Appointment time changes**

Here's a reminder of what my schedule looks like:



With that in mind, I'll typically have students request changes to about 10-15% of my sessions on a typical week, or 25%+ on a crazy week (often during final exam season or holiday weeks). If you need to change a tutoring appointment, here's how you can help me schedule your session changes efficiently and keep things running smoothly.

**Requesting a schedule change:**

- Check your schedule at the beginning of the week to see if any change or cancellation is called for. Thanks for letting me know early!
- In order to allow flexibility, I need to understand enough about your schedule to rearrange times quickly when needed.
- Please request the time you'd prefer, and provide some options available, including any time constraints (e.g. "before her test on Thursday")
- Please don't text me a single time. It's like throwing darts at a dartboard you can't see – if you pick a random after-school time on the calendar above, I'm probably not available.
- Give as much advance notice as possible. I may be able to move some other sessions around to accommodate you if necessary. (Another reason why it helps for me to understand your schedule. The flexibility you offer may help you on another day when someone else can delay their session by an hour.)

- o Rescheduling Examples:

“Challenging”: Can I have a session at 5:15 on Tuesday?

Better: Can we reschedule my Thursday tutoring session to Tuesday afternoon? I’m available from 3:30 to 7pm.

Best: My teacher rescheduled our test to Thursday. Can we reschedule for 1 hour on Tuesday afternoon? 5:15pm would be best but I’m available from 3:30 to 7pm.

- Requesting a change to your regular time
  - Same as above – please provide a preferred time and options
  - I might not be able to accommodate you immediately, but will do so when I can

- Musical chairs – When Schedules Go Crazy

There are a few times during the year when schedules get a bit crazy:

- Final exams. Everyone wants their session early in the week, before their final exam. I try to make up for this with extra Saturday and Sunday sessions during these weeks.

If you have a regular Wednesday or Thursday tutoring session, please ask for any schedule changes as early as possible! If you contact me on Sunday for a Monday tutoring session during finals week, it might have to be 11pm.

- When sports seasons change (Fall->Winter or Winter->Spring), and students’ extracurricular schedules swap.
- The beginning of the year. Grab your time early!

## Parent and Student Communication

You can expect regular communication about your child's progress or tutoring logistics in working with me. Different people have different expectations here – the best thing you can do is let me know what your preferences are.

I plan for a few minutes to talk with parents and students before and after sessions, but sometimes I can't talk in detail right then and there either because I have another session coming up or because I'd rather discuss a topic privately. For longer conversations, during final exam time, or for some sensitive topics, we might have to talk at a different time. Here are some good ways to connect with me.

- Texting works best for short communication, including scheduling requests and changes. During busy times, I'll see and respond to texts fastest, voicemails second, and emails slowest. I might not see an email for a day or two during finals time unless I know to look for it.
- For longer communication, email works best (perhaps along with a text that you sent me an email). I'll use email to discuss more complex topics, questions, or concerns, often with a follow-up call. If a message will be longer than 2 paragraphs, please consider an email instead.
- During finals, I may have to leave quickly for my next session. I also might forget a brief walking-out-the-door conversation we have after I've put my materials away, so it's best to text me (even if we talked about something, as a reminder). I might also send you a short text with what we just discussed so I have a note of it. The best time for me to talk in more detail is before 1pm on weekdays, when I have time to talk without schedule pressure.
- Let's stay in touch about what's going on! Please let me know if you have any questions or concerns early on or if anything changes.
- Direct communication with students

Families may make different choices around how students communicate with me based on their preferences, students' ages, and how long I've tutored their child. Some older students contact me directly to schedule sessions; some parents prefer to coordinate this all themselves.

Either way works for me, but I do need to have a way to communicate with parents of school-age students (or financially responsible parties for college students) in case questions come up.

- Tutoring questions / Communication in between sessions

Part of my tutoring service includes answering an occasional question during the week from your student. If they're having trouble with a problem on Thursday and aren't sure how to handle it, don't wait until our session on Tuesday! Send me a quick text or email with your question.

A quick pointer on Thursday to understand a topic early can be worth more than 30 minutes the following Tuesday to fix misunderstandings that have developed before a Wednesday quiz. (I plan on ~5 minutes of tutoring questions a week on average per student.)

## **Payment and Financial Arrangements**

- Payment is expected at the time my services are rendered unless previous arrangements have been made. I accept check, cash, and various feeless online payments such as Venmo and PayPal "Family and Friends".
- My rate is an hourly rate, so if I go a little longer than an hour or a little less than an hour, the cost for a session will be proportionately more or less. For those of you who write a check in advance that's fine – we can even up during the next session if this week's session goes a little long or short.
- I don't want to put you on the spot about money in front of your kids, so please let me know if you want me to stick strictly to one hour or if we can go a little longer if needed. Please let me know in advance, otherwise I'll assume that it's OK to spend an extra 15-30 minutes of tutoring time if they need it (with the proportional cost).

## Parents: How Can I Help my Student

Many parents are eager for ways to help their children with their studies. Some parents are great at math or chemistry or the subject in question; others couldn't tell an exponent from an enzyme. Either way – there are things you can do to help. But first, a little context:

Don't be surprised if your teenager who has happily accepted your help for years suddenly turns down your assistance. You'd be amazed how many of my students' parents are math or science teachers! And it's not about you as a parent – every child eventually grows familiar (and frustrated) with their parents' teaching style. (More about this later.) That goes for me too – my daughter stopped wanting my help with math when she was 15 – but eventually she came back around (a few years later).

With that in mind, here's how you can help:

- For everyone:
  - Show that you're interested! You'd be amazed how much impact positive reinforcement makes on your child's motivation to learn. It helps for them to know that you trust them and have faith in them that they're doing their best, even if you're frustrated at the grades they're getting.
  - Help them with general study habits. Many students who have sailed through math and science classes in the past are finding that they have to learn how to study for the first time. Some topics to discuss include:
    - General organization of class materials
    - Organization of thoughts to plan out how to solve a problem
    - Reading ahead to the next section so the material is familiar in class
  - Emotion management
    - How to handle frustration and disappointment when things don't go well
    - Dealing with anxiety around grades and grade expectations (even yours)
  - Ask about what their goals are for education. This can be tricky but it becomes important as they move from learning because they want to please you, to learning because they have their own life goals. We might not want to hear that our children want to quit school and start a podcast or race motocross professionally, but it's better to hear that early rather than after the fact.

It also helps provide a framework for how they're thinking about school. They might not care so much about chemistry if they love art history and want to be the curator of a museum. But they would still need to be good enough with general math and attention to detail to balance a budget for their department.

- I'm good at "Subject X" (Math, Chemistry, Physics...), How can I help?
  - As I mentioned above, students build up an immunity to their parents' teaching style. Yes, me too. Try using a different teaching style to mix things up! (Maybe after taking a break for a few weeks):
    - If you tend to tell them how to do the problem, try an ask-assertive approach instead. Let them take the lead and tell you how they'd handle it, and be responsible to ask you questions when they're stuck

- If you tend to take an ask-assertive approach, try being more direct in helping them with how to do something.
  - Be willing to step back and let them fail.
    - Yeah – that’s a hard one. But when they turn 18, they’re responsible for themselves. They could get a nose piercing, ear gauges, and a tattoo of Justin Bieber on their forehead.
    - Clearly state and expect them to have the maturity to ask for help when they need it or want it, and let them drive results (as age appropriate).
  - Give sneak previews of upcoming chapters. It’s good for them to see how this connects to future material
  - Tie the current material to things they’ve done previously. “You remember how you learned to “complete the square”? Now you’ll use that here...
  - Give them a chance to be right! If they’re struggling, give ‘em some easier problems that they can rock. This also applies to little mistakes – if they’ve been struggling and they get the answer  $\sqrt{40}$ , you might hold off on explaining that they should simplify to  $2\sqrt{10}$  until after they’ve gotten a couple more “wins” under their belt.
  - Let them know if this is significant or not. Everything can’t be the most important subject this year:
    - Learning trig ratios? Yeah – you’re going to use that for as long as you’re in school. Study it.
    - Learning the equation for the focus of an ellipse? You can forget that next week after the exam – forever.
  - Watch for foundational issues ... and let me know. Every student has some material that they never got 100%, and that will be stressed in more advanced classes. Trouble with exponents? Not clear about trig functions? We can spend some time reviewing that.
- I’m *not* good at Subject X – How can I help?
  - Make sure they’re doing a thorough job of note-taking
  - Ask them what they’re working on. You’d be surprised how often my students tell me that they don’t know!
  - Remind them to check for (or help them check for) silly mistakes. You’d be surprised how many mistakes in calculus problems come down to  $2+3=6$  or  $1*1=2$ ! (And watch for my [www.epiphany.com](http://www.epiphany.com) AI Math Tutoring App – Coming Soon!)
- For Young Men and Women (i.e. students):
  - Give your parents a break. They just want to help and it’s been like 15 minutes since they were teaching you how to tie your shoes (at least in their minds). They’ve got emotional whiplash, they need time to catch up with who you are now.
  - It’s OK to not want help, but it’s OK to ask for help too – even if it’s just that you need someone else to help you.
  - A good tutor is a **guide**, someone who helps you figure things out. It’s OK to have a guide to help when you have questions. It doesn’t mean that you can’t do it, just that you’re human and need help sometimes. That’s true for the rest of your life!

## Potpourri

Here are some additional details that I've been asked about. Some of this has already been covered:

### First Session:

- During our first session, you can expect me to review your current work to see where you stand in the class. I'm particularly interested in recent graded work as a bellwether for how you're doing now; please have some graded material available for review during this session. I'll ask questions about how class is going and will provide an assessment that helps me get a feel for how you take tests and potential underlying concepts that might need work.

### Final exam sessions:

- Final exam preparation poses a particular challenge. There generally isn't enough time (and it would be very expensive) to go over every chapter of the year's or semester's material. So I'm counting on you to let me know which areas you need help with to prepare for the final exam.

You can help me by identifying topics that you're confident in, topics that you definitely need help with, and topics where you're "okay". This will allow us to make the most of your final exam tutoring and preparation time.

It's a good idea to try several problems from various chapters' exam prep material to get a feel for where you need help, prior to our session.

### Joint Sessions:

I'm often asked if I can do joint sessions (with multiple students at the same time). I do tutor joint sessions from time to time, however ... they're tricky. In order to have a good chance at success, the students need to be in the same class (e.g. "my bright 8<sup>th</sup> grade son wants to learn pre-calculus too" doesn't work), and at approximately the same ability level. And even then – it doesn't always work out.

In one of my recent joint sessions, my two students happened to be best friends, both getting low A's in the same math class at the same school, but with different teachers. One of the teachers chose to do the sections of a chapter out of order – they had different homework. Fortunately the students were both very flexible and understanding, and for those two weeks one of the students chose to learn the other's material rather than working on their own section that week.

There are also some specific times when it might be useful, or even necessary to have individual sessions instead of the joint sessions. For example, I believe final exam prep is best handled one-on-one, to focus on each student's specific needs to prepare for the test. Remember that as a tutor, my goal is to customize the subject to your child's learning style and ability level. Doing that for two students at the same time is exhausting (for me) and can be less productive (for them).

I have only had one 3-person tutoring situation that I ever felt was productive. At this point I prefer not to try it – if you have triplets we can talk. With three students, the sessions become more like a class than a tutoring session, and they already have a teacher. In general, I prefer one-on-one sessions.

To sum up, there's a trade-off on both sides to having joint sessions. I charge extra for multi-student sessions, please ask for details.



## Online Sessions

I have the ability to hold online sessions remotely through Zoom and an online whiteboard page. These can be great for short sessions that need more than a quick answer (“what did I do wrong on this practice problem”), but less than a full hour session, or for full, regular tutoring sessions. And of course they’ve become much more common recently.

Some topics are more challenging for online sessions, but at this point I’ve tutored most of my subjects effectively online. Please ask if you have questions about this. I make allowances for technology and communication issues during online sessions. Time spent working out technology issues does not count as tutoring time, but I do expect that you’ll work to make sure the technology is set up in advance.

What’s needed for a successful online session:

- Ability to communicate – if you have parental control software installed on your student’s computer, we’ll need to have access to communicate on the following sites / channels:
  - o I use the Idroo.com site as a whiteboard and Zoom for screen sharing
  - o Students need to be able to text me a picture of their work (e.g. they’re working on a problem on paper, and send me a picture of what they did). This can be with your phone if you prefer.
  - o The ability to share documents via email can also be useful, but is not required. (Again, this can be through your email account if needed.)
- It’s always fine to say no. If you’re not comfortable with this, we can handle all sessions in person.