

McCOLLAM SCHOOL'S CLASSROOM PARENT VOLUNTEER PROGRAM TEACHER WORK PLAN
MARCH 14, 2012

List your personal characteristics and your classroom's layout that can support an engaged Classroom Parent Volunteer Program.

List skills that you would like to develop to support engaged parents in your classroom.

List the number of parents that you would like to have in your classroom each day and specify times for these parent volunteers.

1. _____
2. _____
3. _____
4. _____
5. _____

Per the sample job description on page 3, list activities that parents can support in the classroom (i.e. assemble art or workbook projects, support students in learning centers, listen to students read, ask students comprehension questions, help students focus on workbook activities, engage in a performing arts activity to support students' learning).

Per the sample parent contract on page 4 and commitment agreement on page 10, list agreed upon roles for parents in your classroom.

Review pages 5 and 6 on dealing with difficult parent volunteers and describe your plan of action if you need to redirect or transfer a parent volunteer out of your classroom program.

Review the enriching grade-level curriculum on and assessments check list on page 7 and complete the workshop group activity on pages 8 and 9 with your grade-level colleagues.

Based on your grade-level workshop group activity, list various training needs to prepare your team and your parent group for effective parent support in the classroom.

Review the parent observation sheet on page 12 and use as needed for added parent learning.

FIGURE 4.9. Part 3 Overhead for Workshop Training

Sample Daily Classroom Volunteer Job Description

Monday:

1. Verify that all students' names are listed on individual homework sheets.
2. Create a list of nightly homework assignments and duplicate for each student.
3. Assemble a homework packet with weekly assignments for each student and file in each student's communication envelope.
4. Add all school announcement notices in each student's communication envelope.
5. Assist the classroom aide with small group activities in reading, language arts, and math.
6. Before the lunch recess, distribute all communication envelopes to the students to take home.

Tuesday, Wednesday, Thursday:

1. Create classroom teaching aids and student project kits as needed.
2. Assist the classroom aide with small group activities in reading, language arts, and math.
3. Help students complete social studies and science group research projects as assigned.

Friday:

1. Sort all communication materials and homework sheets.
2. Correct all homework sheets, and check off assignments next to each student's name in the homework log.
3. Assist the classroom aide with small group activities in reading, language arts, and math.

FIGURE 4.10. Part 3 Overhead for Workshop Training

School Community Project Contracts Using Classroom Parents and Community Volunteers

- ☐ Parent and community volunteers help students organize a fundraising literacy read-a-thon and book fair.
- ☐ Parent volunteers support students in making seasonal art projects for a neighborhood senior center.
- ☐ Parent and community volunteers help students organize a cultural community fair.
- ☐ Volunteers help students become advocates for building libraries.
- ☐ Parent and community volunteers help students participate in a community service learning environmental activity.
- ☐ Volunteers assist students in food distribution and entertainment at a homeless shelter.

FIGURE 4.15. Part 4 Overhead for Workshop Training

Effective Strategies for Using and Dealing With Difficult Parent and Community Volunteers in the Classroom

- ☐ Identify strategies for compensating for volunteers who do not show up. Effective strategies include the following:
 - Create a list of jobs or job packets with materials that can be done anytime in the classroom, and have them available for a parent who can participate on short notice or for a volunteer who substitutes for another.
 - Identify supportive roles that volunteers can provide in the classroom to enrich your program, and have job descriptions available to describe these roles.
 - Be flexible and adaptable when working with volunteers, and view their roles as a supplementary enrichment component to your program.
- ☐ Identify strategies for approaching and redirecting distracting volunteers.
 - Remind volunteers that they are present to help students achieve.
 - Model appropriate student support behavior for volunteers.
 - Redirect volunteers when necessary, and emphasize the importance of their behavior for the success of the volunteer program.
 - Set clear limits for appropriate classroom behavior with consequences for infractions.
- ☐ Consider strategies for correcting volunteers who use using inappropriate behavior or tutoring strategies.
 - Train volunteers on how to work with students.
 - Model appropriate strategies for supporting students.
 - Have experienced volunteers mentor new volunteers.
- ☐ Set clear limits for volunteer troublemakers and know-it-alls.
 - Train volunteers in the appropriate behavior that must be used with students, and identify the consequences when appropriate behavior is not consistently used.
 - Establish a procedure for redirecting volunteer activities outside of the classroom.

- Establish a procedure for transferring ineffective volunteers to other schoolwide volunteer efforts.
- Remain positive and consistent, and always put the needs of students first.
- ☐ Intimidated parent and community volunteers need extra encouragement.
 - Partner the intimidated volunteer with an experienced volunteer for reinforcement.
 - Provide positive feedback when appropriate.
 - Keep the assignments simple until the timid volunteer gains self-confidence.
 - Allow the intimidated volunteer to initially observe the class, and eventually give him or her increased responsibilities.
- ☐ Terminate a volunteer relationship when all of your strategies for retraining, modeling, and redirecting fail. Reassign the volunteer to other schoolwide volunteer opportunities.
- ☐ Develop strategies for involving school administrators to reinforce the quality of your volunteer program.
- ☐ Create a classroom volunteer calendar highlighting the schoolwide and grade-level training opportunities for volunteers throughout the school year.
- ☐ Parents are students' first teachers. When properly trained, parents and other significant volunteers can reinforce in the home the concepts taught by teachers.
 - Parents and community volunteers must learn from the teacher's modeling and transfer this knowledge to other family members.
 - Community volunteers can provide a significant emotional and academic impact on a student's life when parents are not available.

FIGURE 4.17. Part 5 Overhead for Workshop Training

Enriching Grade-Level Curriculum and Assessments Using Parent and Community Volunteers in the Classroom

- ☐ The time that parent and community volunteers spend with children in an enjoyable academic activity can have a significant impact on all students. The following is a list of effective strategies for engaging parent and community volunteers to support students' academic achievement:
 - Parent and community volunteers can transcribe student stories on large butcher paper or on the computer. Once the stories are written, students can illustrate their stories, read them to an audience of younger students, or create a play using the story as the plot.
 - The volunteer can read a story to students, and students can make up their own story ending with illustrations.
 - Parent and community volunteers can make family memory books with a student's collected stories.
 - A volunteer can read a rhyming story to students and have students create new rhyming words.
- ☐ Audio books can be used by volunteers and students. These audio books provide a new reader with the opportunity to follow the print and assimilate the pattern of the story.
- ☐ Parents and volunteers can encourage students to read books that generate high interest but that are more difficult to read.
- ☐ Children should be encouraged to read aloud to adults from other cultures and with different reading abilities.
- ☐ Parent and community volunteers can help students create books about their families, with each page of a book featuring one family member.

FIGURE 4.18. Part 6 Overhead for Workshop Group Activity

How to Design an Effective Recruitment and Use Plan Using Parent and Community Volunteers in the Classroom

List four primary goals for your academic program:

- 1.
- 2.
- 3.
- 4.

Based on these goals, list four support roles that parent and community volunteers can provide in the classroom:

- 1.
- 2.
- 3.
- 4.

What supplementary and assessment roles can parent and community volunteers provide you?

- 1.
- 2.
- 3.

How can these supplementary services support other classroom activities?

What skills are required to support your various language arts volunteer opportunities?

- 1.
- 2.
- 3.
- 4.

What specific recruitment strategies do you intend to use to recruit up to four volunteers in your class each day?

- 1.
- 2.
- 3.
- 4.

What strategies will you use to approach these individuals for your program?

- 1.
- 2.
- 3.

What specific training components will you include for volunteer development?

- 1.
- 2.
- 3.
- 4.

What resource and training support do you need from your administrative staff to be successful in your recruitment, training, and use efforts?

FIGURE 4.33. Sample Schoolwide Volunteer Program Agreement

As a participating volunteer of this school, I agree to abide by the following volunteer policies and procedures: Please check all program components and sign and date at the bottom of the page:

AGREED COMMITMENTS

- _____ I agree to attend the volunteer informational meeting.
- _____ I agree to complete the application forms, the TB skin test, and the fingerprint clearance process.
- _____ I agree to submit all completed forms to the School and Community Partnership Coordinator.
- _____ I agree to attend the grade-level volunteer training.
- _____ I agree to abide by the school dress code and volunteer policies.
- _____ I agree to be on time for scheduled meetings and contact the coordinator if I plan to miss a scheduled session.
- _____ I agree to keep discussions about individual students confidential.
- _____ I agree to accept training from the coordinator, staff, and teachers.
- _____ I agree to abide by all school rules at all times and to consider the needs of the students first.

Signature

Date

FIGURE 4.42. Sample 6-Week Grade-Level Training for Parent and Community Volunteers on How to Become an Effective Classroom Volunteer

Workshop Description

In response to the critical need for classroom volunteers to support diverse student populations, the workshop sessions will examine the basic skills required to successfully support teachers. Parent and community volunteers can bring their classroom assistance and child development concerns to small group training sessions for evaluation and technical assistance. Parent and community volunteers will also be trained on how to effectively support the academic needs of culturally and linguistically diverse students. Ongoing training and support will be available through the school's volunteer development program during the school year.

Course Objectives

- To acquaint parent and community volunteers with effective communication and classroom assistance skills
- To expose parent and community volunteers to specific communication strategies for culturally relevant classroom programs
- To demonstrate effective strategies for assisting teachers and students in the classroom, tutoring support strategies, cooperative learning strategies, and how to effectively help students with their academic needs
- To provide practice in effective communication, child development education, and classroom support skills

Weekly Evening Workshop Schedule

7:00–7:30	Icebreaker and weekly updates
7:30–7:50	Activity to develop students' self-esteem
7:50–8:10	Child development topic and group activity
8:10–8:20	Dessert break
8:20–8:40	How to support students' academic achievement
8:40–8:55	How to integrate these volunteer support skills in the classroom activity
8:55–9:00	Homework and wrap-up

(continued)

FIGURE 4.45. Sample Student Observation Form for Volunteer Usage

Observe one student other than your own child in the classroom for 10 minutes, and answer the following questions:

Describe the activity that the observed student is doing.

What is the student saying, and what are his or her actions during the activity?

What emotions is the student displaying while working with this activity? Does the student appear happy, frustrated, bored, or sad?

Did the teacher, the aide, or a volunteer talk with the student during this observation? If there was an interaction, describe the conversation and how the student responded to the adult.

Describe what you learned by watching this student for 10 minutes.

How can you use this observation technique at home when helping your child with his or her schoolwork?