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The Use of Volunteers in the Implementation of a Primary Reading Program

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**The Use of Volunteers in the Implementation
of a Primary Reading Program**

**A Project Report
Presented to
The Graduate Faculty
Central Washington University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Education**

**by
Lynnaie Wright
June, 1990**

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THE USE OF VOLUNTEERS IN THE IMPLEMENTATION
OF A PRIMARY READING PROGRAM

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The purpose of this project is to supply activities and materials to classroom teachers in a practical and useful manner that will help in utilizing volunteers as reading tutors in the classroom.

This project is a compilation of information gathered from a review of literature based on volunteer tutoring. Programs that have utilized volunteers are studied. Sources for recruiting volunteers, management strategies for supervising volunteers, training of volunteers, and suggestions for retaining volunteers are included in this project.

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CHAPTER I

INTRODUCTION

Students entering the early primary grades, do so with a range of experiences which will greatly affect their language and reading achievement. Some come with little or no experience with written language, while others may already be reading at a level that far surpasses the expected ability for a child of that age. To meet the needs of students with this ability range and to provide for them the benefits of a reading program that encourages success based on individual progress, additional help is needed for the classroom teacher. District help is often not available because of cost factors. The present student-teacher ratio in many school districts in the state of Washington is 27 to 1. Providing a quality reading program which meets individual student's needs represents a major challenge for the classroom teacher.

Cutbacks in federal money and restricted budgets are resulting in fewer paraprofessionals and professionals in helping children with reading. While monetary

constraints become more severe, public concern about student achievement is escalating. The result and problem: How can an individual classroom teacher provide the extra time and effort needed to help students? (Van Cleaf & Martin, 1984, p.1).

Volunteer tutors are one resource available to aid in the reading program. The tutors can be important assets for working with individuals or small groups of students. Tutors may be senior citizens, college students, parents, members of community service organizations, intermediate and upper grade students, and/or citizens interested in taking an active role in education.

Statement of the Problem

The problem investigated in this study relates to determining ways for teachers to utilize volunteers in their classrooms to assist in their reading programs. National organizations and district wide volunteer programs throughout the United States have been formed to encourage people to become volunteers in a number of areas. However, we still see a reluctance on the part of many teachers to tap this valuable resource. Through observation and conversation with co-workers, the general consensus appears to be that volunteers, as

highly trained and qualified as they may be, constitute one additional person for whom the teacher is responsible. Using volunteers in the classroom requires teachers to provide meaningful experiences where the volunteers feel needed, and appreciated, and most importantly, where the needs of the students are being met. Often teachers are frustrated at the amount of time it takes to prepare for the volunteer to aid in the classroom and find that gathering relevant materials to use with students is crucial, but time consuming.

Purpose

The purpose of this project is to supply activities and materials to classroom teachers in a practical and useable manner that will help in utilizing volunteers as tutors in the classroom.

Significance of the Study

The significance of this study was to provide the classroom teacher sources of information, ideas, and programs for use with volunteers. Information provided would be compiled from literature, review of research, from organizations, and from school systems that have developed and utilized volunteer tutor programs. The study

consists of a compilation of information with strategies that volunteers could use in working with students in reading instruction.

Limitations of the Study

This project was limited to information gathered from a review of the literature from organizations and school systems that have developed and utilized volunteer tutor programs in reading instruction. The activities have been used in the classroom in isolated cases, and were developed to be used as supplemental reading activities to support an established basal reading series, but many have never been used continuously by volunteers in the classroom.

No pre-testing or post-testing of students was administered during the course of this study to determine the effectiveness or appropriateness of the materials and management plan. The study is based on a review of the literature organized to serve as a practical resource for classroom teachers.

Definitions

For the purpose of this study, terms are defined as follows:

Volunteer: ... "anyone who is willing and motivated to serve as a non-paid employee in a school. For example a volunteer can be a

parent, a retired person, a senior citizen, a business person, a college student, or a student in school" (Taranto, 1979).

Tutor: "Person who gives remediation or additional instruction"
(Page & Thomas, 1977, p. 348).

Overview

This chapter has given the background of the study, Chapter II will contain a review of literature pertaining to the use of volunteers in reading instruction. A description of the procedures used in designing this project will be covered in Chapter III. Chapter IV will present information on recruitment of volunteers, training of volunteers, management techniques, activities and materials, and the retention of volunteers. Chapter V will include a summary of the study and recommendations for its application. An appendix will follow with suggestions of activities to supplement reading instruction and sample management technique forms to be used.

CHAPTER II

REVIEW OF THE LITERATURE

Considerable research has been done on the effectiveness of tutor programs. Examples of successful programs have been discussed and ideas have been shared to help implement volunteer tutor programs. This chapter will describe effective volunteer programs and point out features that they share in common. Related research will be presented here in three areas: (a) volunteer programs, (b) sources for volunteers, and (c) the role of the teacher in the volunteer tutor program.

Volunteer Programs

Project Follow Through, Help One Student To Succeed (HOSTS), and the National Association of Partners in Education (NAPE) are all programs that plan and train staff and volunteers for the classroom. Like many other programs that utilize volunteers as tutors, each of these was developed with the purpose of improving the education of students.

As fiscal resources have continued to tighten, more school administrators and teachers have turned to organized volunteer programs as a low cost, viable route to provide and maintain school productivity. Today in the United States, over 4.3 million citizens volunteer in the public schools on a full-time or part-time basis. According to a survey which the National School Volunteer Programs, Inc. conducted in 1982, over 79% of all elementary and secondary schools in our country involve volunteers on a regular basis. Urban systems such as Washington, D.C. report as many as 17,000 volunteers working in schools. There are more volunteers in the system than paid staff (Merenda, 1989, p.1).

Volunteers in our schools are making a significant difference in the education of students. However, these significant outcomes do not happen by chance. They are a result of careful planning and training by staff and volunteers. Project Follow Through, HOSTS, and the NAPE are all programs that have planned and implemented successful utilization of volunteers in schools.

Project Follow Through

Much of the literature reviewed pointed to the early 1970's as a turning point for using volunteers in the classroom. One of the early programs involving volunteers was Project Follow Through, a U.S. Office of Education research and training project aimed at improving the academic achievement of low-income students. The project was installed in twenty communities in the United States. Project Follow Through functioned as a federally funded program from 1967-1983.

Gersten and Carnine (1986) summarized a study on the Follow Through program in relationship to the use of direct instruction in the area of reading by stating that evaluations of this structured step-by-step instruction showed that economically disadvantaged students made significant progress in reading comprehension measured on standardized tests. Although the study did not address the use of volunteer tutors in the classroom, the design of the Follow Through program included components that allowed the classroom teacher the time and personnel to perform the direct instruction that would not have been possible in a regular classroom. The components of the Follow Through Program were additional paid personnel in the classroom, fewer students per classroom, and the involvement of the parents in the classroom setting.

Project Follow Through encouraged parent involvement both at home and school. Paraprofessionals worked in the classroom with students and visited the students' homes once a week to take instructional materials selected by the classroom teacher to the parents. Parents were encouraged to spend one day a week in the classroom tutoring individual students and helping small groups of students. The intent of the request for parents to work in the classroom was to involve the parents in their child's classroom experiences and to provide them with the opportunity to observe the interaction of the teachers and pupils to use as models for working at home with their own child. Workshops and training sessions presented significant information on instruction and parenting skills throughout the year for teachers, paraprofessionals, and parents.

McLaughlin and Shield (1987) wrote an article on the involvement of parents (particularly, economically disadvantaged and poorly educated parents) in the education of their children. Their comments seem to reflect the basic philosophy of the Follow Through Program.

There is strong evidence that low income and poorly educated parents want to play a role in their children's education. Indeed these parents seek a role in their children's education even when they believe that their

children will fail or do poorly in school. Conventional wisdom to the contrary, parents who lack knowledge themselves do not necessarily lack interest in the schools that their children attend. What's lacking in most schools and school districts are appropriate strategies and structures for involving low income parents. Two things are essential to meaningful parent involvement: Belief in the ability of low-income parents to contribute in important ways to the education of their children and willingness to make an effort to involve low-income parents in that enterprise (p. 157).

HOSTS (Help One Student To Succeed)

Another example of the use of volunteers is Project HOSTS. HOSTS is the acronym for Help One Student To Succeed. The HOSTS program was developed in Vancouver, Washington during the academic years 1970-1975. It began as a Central Washington University Master's project prepared by Gibbons, a teacher in the Vancouver School District. Initial funding sources included Titles I and III of the Elementary and Secondary Education Act. In 1986 the HOSTS

Corporation cut its ties with the Vancouver School District and ventured into private enterprise. HOSTS now serves 400 schools in 20 states.

The program utilizes community members, parents, college students, and peer volunteers on an active one-to-one basis tutoring children. Tutors work with one student at a time for thirty minutes on vocabulary, and supplemental reading activities the reading instructor provides.

The program was originally developed to reduce the number of early drop-outs. Originally targeted at retired citizens as volunteers, the program mushroomed to include volunteers of all age groups. Each volunteer came to school on a designated day for one hour each week. Volunteers were assigned two students, allowing each student 30 minutes of one-to-one attention each day. Since the tutors came only for one day each week, each student worked with five volunteers. "Were it not for the volunteer tutors the school could not duplicate this service even by hiring additional personnel" (Kincheloe, 1989, p. 3).

Findings published by the HOSTS program have illustrated the success of this volunteer program. HOSTS Reading received national validation as a "model of excellence" by the United States Department

of Education as the result of a study conducted by Schlotfeldt (HOSTS, 1988) on 3,742 educationally disadvantaged students from across the nation over a three year period from 1979-1982.

Included in the HOSTS's Findings (1988) was a comparison of remediation assistance and program impact for validated and locally developed programs. The HOSTS program received the highest average NCE gain with the lowest hours of instruction per NCE unit gain of any remediation program. That is the mean hours of instruction for this comparison was less than any other remediation model, but the mean NCE gain was the highest. Therefore, the HOSTS program had less hours of tutor instruction but made higher gains because of the design and implementation of the program. Their findings also included a recognition from the Assistant Secretary of the Educational Research and Improvement Committee under the United States Department of Education for innovative use of computer applications throughout the program.

No information was given by HOSTS on the application or the process involved in the gathering of statistical information.

National Association of Partners in Education

Today, the National Association of Partners in Education (NAPE) is paving the way for volunteerism in schools. NAPE's mission is to help school systems plan and implement organized school volunteer and partnership programs. Merenda (1989), the current executive director of NAPE cites the benefits of school volunteer programs in an article from the Partners in Education:

Through an organized, structured school volunteer program, school volunteers can help give each child more read aloud time, extra time to respond, immediate confirmation of correct answers, and the caring that motivates a child to learn and to succeed. Volunteers can extend the teacher's professional skills and help bring extra educational opportunities and enrichment to the class (p. 2).

The National Association of Partners in Education provides literature on effective ways for implementing volunteer programs in local school districts and also provides any interested person with handbooks and brochures on the effective use of volunteers in the classroom. This national organization sponsors a conference each

year that is widely attended by NAPE members throughout the United States.

NAPE's philosophy is that volunteers from the community will emerge to meet students' and teachers' needs. Programs like the National Association of Partners in Education, and Project PLUS (a national organization dealing with literacy for young adults and adults) have established sophisticated forms of communication for getting out the word for the need for volunteers. Through television commercials, articles in publications, and a highly visible board of directors, including such prominent people as Barbara Bush, they have created an effective recruiting strategy that has let Americans know that there is a place for them as volunteers in agencies and school systems throughout the United States. As stated in an introductory pamphlet published by The Unsung American, a program developed in conjunction with Project PLUS to address literacy in the United States for all citizens,

Over the years, millions of Americans have stepped forward to help those in need. There has always been a strong tradition of giving in this country — volunteering one's time, knowledge, and resources for a worthy cause or charity. Today there is a new and exciting attitude

about volunteerism and renewed willingness to work together to address the serious problems facing our nation, especially those affecting our youth.

... Illiteracy is a basic factor — studies show that poor performance in school and weak basic skills are prominent variables in other problem areas (What Do Unsung Americans Do?, 1990).

Through campaigns sponsored by NAPE, state and local volunteer programs have proven to be beneficial in their endeavors to include volunteers in their school programs.

State and Local Programs

Throughout the state of Washington, many school districts have included the volunteer program as a viable source of assistance to the students and teachers. The establishment of the position of volunteer coordinator has provided the local school districts with a clearinghouse approach to recruiting and placing volunteers in classrooms. Beckett (personal communication, January, 1990) states,

The intent of our volunteer program is to improve instruction for students and should not be viewed as a method of reducing the cost of instruction. Volunteers

do not replace teachers, however they substantially contribute to the educational programs and students in the Yakima School District.

Merenda (1989) also provides some insight into the advantages that volunteers can provide as a resource:

If you could dream of all the resources in your classroom they would consist of a computer for every child, a complete resource library, unlimited art supplies, textbooks for every child, a variety of reading materials at your disposal, and most likely at the top of the list would appear one-to-one instruction for every child in the classroom. In the case of creating a perfect classroom, volunteers can work one-to-one tutoring children in reading, math, or science. School volunteers help teachers by freeing them from routine tasks creating more time for the teacher to work with students who need extra help (p. 1).

Sources for Volunteers

There are a variety of sources for enlisting help in reading instruction through the use of volunteer tutors. No longer are school

volunteers only parents. They are also grandparents, high school students, retirees, senior citizens, and business employees who get release time from work to serve in the classroom. Within the immediate school facility, cross-age tutors and peer tutors can also provide additional aid in giving students one-to-one attention to supplement the classroom reading program. The following paragraphs will discuss the use of parents, college students, retirees, senior citizens, cross-age tutors, and peer tutors in the reading program. Included with the explanation of these sources will be a review of studies that have tested the effectiveness of the utilization of volunteer tutors.

Parents as Volunteers

The use of parents as a source for volunteer tutors has been addressed by many teachers and administrators. Sometimes the extent of use of parents in the classroom varies. Henderson (1988) explained that teachers, principals, superintendents and school board members all agreed that parent involvement is vital to a child's success in school. They also agreed that parents and teachers should communicate frequently, but he found that parents and educators disagree about the value of different parental roles. Parents seem

eager to play a variety of roles, ranging from tutoring their children or helping in the classroom to sitting on committees that decide such matters as disciplinary policies or changes in curriculum. Principals and teachers favored parental involvement in traditional ways, such as attending programs, class plays, or having bake sales to raise money for special interest groups throughout the school.

Cramer (1971), investigated the effectiveness of a programmed tutoring style developed by the Psychology Department of Indiana University. The programmed instruction strategy allowed parents with limited education to perform the tutoring according to step-by-step processes. It was a highly structured form of individualized instruction, planned thoroughly by the teacher.

The purpose of the study was to compare two groups of beginning first graders who ranked in the lowest percentile of standardized readiness tests. The control group received reading instruction using a basal reading series. The experimental group received tutoring in addition to instruction from the basal reading series. The programmed tutoring was conducted for fifteen minutes a day for five days a week on a one-to-one basis.

The results of the study showed that the experimental group had a higher mean score than the control group in reading comprehension.

Word knowledge was significantly higher for the experimental group and there was a higher mean score in word discrimination, but not enough for statistical significance. Although the test results did not show a statistically significant gain, the author suggested that programmed tutoring can head off reading problems and failures and showed that the students made some gains that may not have happened if not for the programmed tutoring. By becoming tutors in the classroom, the parents provided individual instruction and practice to reinforce the students' learning and to enhance their reading performance.

Van Cleaf and Martin (1984) described a parent volunteer program set up in a small community in Texas. Four parents responded to a request from the school to become reading tutors. The students chosen to receive the tutoring were at least two years below the expected reading level for students their age. Each tutoring session began with ten minutes of simultaneous reading known as the Neurological Impress Method. The students read orally in unison with the tutor. This technique was used to develop students' eye movements and to pace the students as they read to speed up their oral reading. Sight word development, language experience activities,

and vocabulary development made up the content of the remainder of the sessions.

The parent involvement in the tutoring program allowed the students the extra time that may not have been possible in a regular classroom with the teacher and no additional help. Students received individual attention by working with a caring adult; each student had an adult to relate to, so he/she did not have to vie with other students for attention.

The involvement of parents in the education of their children is imperative in a successful program. "We cannot afford to sequester parents on the periphery of the educational enterprise. Parent involvement is neither a quick fix or a luxury; it is absolutely fundamental to a healthy system of public education" (Henderson, 1988, p. 153).

College Students, Retirees, Senior Citizens

Often teachers must look beyond the immediate family of the students to find people interested in volunteering in the classroom.

The use of volunteers in the classroom is certainly not new to any of you, but if you are relying on parents as the major pool from which to recruit volunteers you

may find it difficult. In the United States only one out of every four individuals has a child in public schools.

This means that 75% of the population is being overlooked if parents are the core of your school volunteer recruitment effort (Merenda, 1989, p. 2).

In an article for the Partners in Education newspaper, Merenda (1989) summarized a program proposed by Senator Edward Kennedy called the Student Literacy Corp. This is a federally funded program in which undergraduate students receive university credit for volunteering and tutoring in schools. In order to receive credit for the course, the undergraduates must perform at least six hours of voluntary, uncompensated service each week in a structured classroom supervised by qualified education personnel.

For those teachers living in an area close to a college or university, the college student is a valuable resource. Many university education departments provide practicums and other field experiences that involve the college students in the classroom tutoring process.

The use of older citizens and retirees as volunteers has been a consideration in the HOSTS program since the initial stages of planning the HOSTS program. The experiences of older citizens make

them valuable contributors to the instruction of children. Senior citizens provide the time, understanding, and patience needed when working with students. Retired teachers' associations, service organizations and church groups are sources for recruiting senior citizens and retirees as volunteers in the classroom.

Cross age Tutors

Cross-age tutoring utilizes older student tutors from a particular school to work with younger students. "The advantages which cross-age tutoring offers is consistent one-to-one instruction to a number of students structured so that each student is placed at his own level and moves according to his success" (Isaacs & Stennett, 1979a, p. 7).

Cross-age tutoring generates academic and social growth, acceptance, of responsibility, increased self-worth and social understanding. At the same time, it meets the individuals needs, provides individual attention, and is academically productive while being personally enjoyable (Ellis & Preston, 1984, p. 694).

Trovato (1978) implemented a cross-age tutoring program designed to produce gains in reading skill and to test the impact of

adding a "home-based reinforcement component" to the tutoring component. In the home-based reinforcement component, the students being tutored received points for accurate reading which could later be exchanged for reinforcers dispensed in the home, by the parents. Travato trained the Learning Resource Teachers and monitored every phase of the program by regularly visiting the schools every two to four days and observing the tutoring sessions, doing reliability checks of the adequacy of the tutoring, and retraining the tutors if necessary.

The results were very encouraging. The control group, which received reading instruction from the Learning Resource Teachers (LRTs) and no tutoring, had a two month gain in the five months of the study. The experimental group, which received instruction from the LRTs and tutoring, reported a gain of approximately eight months while the experimental group that received the instruction from the LRTs, tutoring, and home-based reinforcement gained approximately thirteen months. The significance of this study was its finding that when implemented appropriately, tutoring does produce a faster than normal rate of growth, and when a home-based reinforcement component is added, the growth rate is even faster. Specific instructional materials were not included in the report of this study.

Isaacs and Stennett (1979a) attempted to replicate Trovato's study. Students were initially selected from nominations by the classroom teacher. All students were tested by the Woodcock Reading Mastery Test, Word Identification Sub-Test, and placement stories from the SRA Reading Lab. Students were randomly placed in the three groups for the conditions described in Trovato's (1978) study.

Problems in the implementation of the study, included less time than planned on tutoring, the lack of personnel to monitor the adequacy of the tutoring sessions, and the inconsistency of the instruction from the LRTs and the classroom teachers. The control group, which received only the instruction from the LRTs, and the experimental group, which received instruction from the LRTs and tutoring made gains throughout the five month period as reflected in the difference between pre-test and post-test scores. Surprisingly, the experimental group that received instruction from the LRTs, tutoring, and home-based reinforcement did not make any greater gains than the two other groups.

This variation from Trovato's study may be attributed to problems of implementation, and the fact that a precise replication of the study was not possible. The conclusion seemed to imply that had the activities been organized, and mechanisms used to insure that the

program was implemented correctly, the study may have reflected that cross-age tutoring can be an effective way of helping students to be more successful readers. Without constant attention the gains which are responsible through the tutoring can be lost through seemingly minor deviations from the program.

From the results of the previous study Isaacs and Stennett (1979b) submitted another study to devise workable procedures for developing and communicating the information necessary to assess the adequacy with which the tutoring program was being implemented. The study included a suitable reporting system, and an expert in tutoring to review the records, monitor tutor performance, and take quick actions to correct problems as they arose. The first year of the study indicated that some of the same problems from the previous study were occurring. Therefore the authors concluded that cross-age tutoring is beneficial for the learners and cost-effective, but it should not be viewed as a time-saving program for teachers. The teacher needs to be present to monitor the tutoring and to provide direction and support to the tutors.

Peer Tutors

Peer tutoring utilizes students from the same classroom as tutors for their classmates. "Students tutoring their peers is by no means new. In the eighth century the Spartans selected older students to tutor younger ones. Students learned from other students in the one-room school house" (King, 1982, p. 682). The use of skilled students in the classroom to give supplemental instruction to students that are having difficulty can be a viable option.

Due to trends of austerity in public spending, many programs which have given pupils individualized attention are being jettisoned or severely limited. Creative teachers are compensating by reviving old approaches providing the individualized attention their students need. One widely used approach is peer assisted learning (King, 1982, p. 682).

A study conducted by Koury and Browder utilized students labeled as moderately mentally retarded as tutors for their peers who were also labeled as moderately mentally retarded. The peer tutors were taught sight words with a time delay procedure, and then taught to use the delay procedure to teach the words to their peers. Each tutor was given five words to introduce and teach to their tutees. The

training of the tutors was an important aspect in this situation. In the study the peer tutors who had more reading skills than the tutees, helped their peers to acquire the word lists in comparable or fewer sessions than they themselves required.

Peer tutoring is not a replacement for the teacher's instruction, but one more strategy to be added. Tutees get individual attention they might not otherwise receive, and teachers get time to work with those most in need of help. Peer teaching has been shown to improve self-esteem, and to increase motivation for both the tutor, and tutee (Lehr, 1984, p. 636).

Not only does peer tutoring provide the individual attention that the less able students need, but it allows the tutors to sharpen their own skills. This cooperative learning strategy helps to create greater enthusiasm for learning by all students.

The following studies that will be reviewed did not specify information on the tutors. They are included in this chapter because of the information that they reveal about utilizing tutors.

Bloom (1984) and ten doctoral candidates from the University of Chicago under his supervision, conducted a study that investigated the effectiveness of tutoring by comparing three instructional models in

the area of reading. The three areas were conventional instruction, mastery learning and instruction by tutoring.

The conventional instruction group was given regular instruction with other students in the classroom and tests were given periodically. There was no feedback or practice given to the students upon the completion of the tests. The mastery learning group was made up of students who were taught the subject matter. The subject matter was the same as the conventional except that after tests were given, feedback followed by corrective procedures and parallel testing was done to determine the extent to which the students had mastered the subject matter. The third condition, tutoring, consisted of students learning subject matter with a tutor in a one-to-one setting. This tutoring instruction was followed periodically by formative tests and feedback with corrective procedures. Students were randomly selected for the three learning conditions. Initial aptitude tests were administered to each student. Students were involved in eleven periods of instruction over a three week block of time.

Bloom (1984) concluded that the differences in final achievement measures was striking. Using the standard deviation of the control (conventional) class, it was typically found that the average student under tutoring was about two standard deviations above the average

of the control class. The average student under mastery learning was about one standard deviation above the average of the control group.

The variation of the students' achievement also changed under these learning conditions such that about 90% of the tutored students and about 70% of the mastery learning students attained the level of summative achievement reached by only the highest 20% of the students under conventional instructional conditions (Bloom, 1984, p. 4).

Bloom (1984) concluded his study by saying,

The tutoring process demonstrates that most of the students have the potential to reach high level of learning. I believe an important task of research and instruction is to seek ways of accomplishing this under the most practical and realistic conditions of one-to-one tutoring (p. 4).

The one-to-one tutoring situation provides constant feedback and corrective procedures between the tutor and the tutee. There is much reinforcement and encouragement in the tutoring situation and the tutee must actively participate in the learning process.

Gaulke (1972), described a pilot program used by the Medford School District in Medford, Oregon which utilized volunteers. The tutors received training from the remedial reading specialist for working with students on an individual basis. The tutors used flashcards for recognition of sight words, word lists, written responses to comprehension questions, and the writing of short stories as techniques in working with the students.

The study compared two groups of students from a remedial reading program. The control group received reading instruction from the remedial program, and the experimental group received the same instruction as well as being tutored for four days a week. The results showed a gain from the experimental group of 9 to 16 months, and 100% of the students showed a gain in comprehension on vocabulary test sections. The control group showed a loss of 4 months to a gain of 37 months, with 89% showing some gain in comprehension of vocabulary.

Gaulke (1972) concluded the study by attributing the gains of the students in the experimental group to the use of tutors providing one-to-one instruction for specific problems in learning.

Role of the Teacher

Whether or not to involve volunteers in the classroom is a decision that the individual teacher must make. Volunteer tutoring in reading is not a quick-fix strategy. It requires time and planning and a belief that the gains made from including volunteers in the classroom are worth the extra effort that must be put into the endeavor. A statement by NAPE highlighted what teachers want for their students. "Every teacher wishes he or she had more time to give to each student — to listen and respond, to individualize instruction, and to meet the unique needs of each learner" (Merenda, 1979, p. 2).

The ultimate responsibility for the success of the classroom tutoring program lies with the classroom teacher. The teacher must portray an attitude of confidence and openness towards the volunteer. Since volunteers in the classroom work at the request and under the direction of a teacher, much of the thinking and planning which makes the teacher-volunteer partnership effective must be done by the teacher. Volunteers can be of great assistance in the classroom, but they must be performing tasks which the teachers feel are necessary, and both volunteer and teacher must be clear about the limits of those tasks.

Recruiting and retaining volunteers, training volunteers, and developing activities that the volunteers perform are responsibilities of the classroom teacher who decides to use volunteers as a resource to provide an effective reading curriculum for students. The teacher uses a variety of organizational structures, models, and patterns of interaction. "Only the teachers ingenuity and resourcefulness limit the possibilities" (King, 1982, p. 683).

School volunteer programs succeed when teachers really want help of the school volunteers and when they and the volunteer become co-workers and effective partners in the educational team (Asche, 1979, p. 2).

Conclusion

This survey of literature reveals evidence from previously developed volunteer programs that volunteer tutors can be a valuable and effective resource in the classroom. The literature also suggests a variety of sources for volunteers recruitment. The studies showed that with careful planning and monitoring, students' academic achievement can be enhanced by the individualized instruction common to the tutor model. The role of the teacher has a significant impact on the success of the volunteer tutor program.

CHAPTER III

PROCEDURES OF THE STUDY

The purpose of this study was to develop activities and management techniques that could be utilized by volunteers in the classroom in the area of reading.

To initiate the study, an ERIC search was conducted by using the following descriptors: reading instruction, individualized instruction, primary grades, and tutors or tutoring. A second ERIC search, limited to sources published between 1979 and 1990, was done using the descriptors: reading instruction, cross-age teaching, elementary and high school.

From the ERIC search, a number of articles were found on these areas and a telephone number for the National Association of Partners in Education was secured and their information was acquired. Included in this information was a sample of a monthly newsletter, a cover letter from the executive director of the organization and many pamphlets for more specific areas of volunteerism. Phone numbers and addresses for additional information was also given. Information from Project Literacy, and Unsung Heroes was also requested.

Information was requested and received from the Vancouver School District in regards to HOSTS (Help One Student To Succeed).

Information and test results on the effectiveness of this program were included in the literature as well as articles that directly related to volunteer tutoring.

The next step included securing information from school districts that had volunteer programs in use. Mrs. Beckett, present Volunteer Coordinator for the Yakima School District, served as a resource in this endeavor. She explained the workings of the Yakima School District volunteer program and provided several names of Washington State school districts that also utilized volunteers in their schools. Samples of other school districts' program philosophies and procedures in recruitment, training, and retention of volunteers, were also obtained from Mrs. Beckett. Many of these school districts were contacted by phone, interviewed and asked for written information on their district's adopted procedures for utilizing volunteers.

Interviews

Informal interviews and conversations with co-workers proved of value in planning the direction of the procedures to use in this study. The concerns of the co-workers were placed into

four categories: (a) Resources to recruit volunteers; (b) Kinds of materials volunteers can use when working with students; (c) Finding time to plan for another individual in the classroom; and (d) What to do if the volunteer proves to be more of a detriment than a help to a program already established and working reasonably well?

Visitations

Visits to other classrooms that actively involve volunteers were made. Observing volunteers in action, talking to the teachers, discussing management techniques, and gathering samples of materials used with the students proved to be beneficial. Due to the lack of personal days to observe other classrooms, telephone interviews with teachers that use volunteers were also conducted.

Activities and Materials

Developing a management system and locating materials that could be used in the classroom was a continuous process during the course of the study. Ideas were gathered from many different sources. These materials needed to be easily accessible to the teachers, inexpensive, and minimal in the amount of time it takes to prepare the materials. These guidelines helped to regulate the amount of

materials gathered. All of the materials being used in this study were supplemental reading activities that reinforced the teacher's instruction, and were observed to represent different strategies for the improvement of reading skills.

The information and ideas from the different sources were compiled and arranged under subheadings that describe methods for working with students in the area of reading. The purpose of this project was to supply activities and materials to classroom teachers in a practical and useful manner that would help in utilizing volunteers as tutors in the classroom. The following chapters will provide activities and materials that are easily accessible and adaptable for the classroom teacher in implementing a volunteer tutor program.

Chapter IV contains the project of this study. Suggestions for the recruitment of volunteers, training of volunteers, management techniques, and activities and materials for volunteers to use will be addressed in this chapter.

CHAPTER IV

PROJECT

Whether or not to involve a volunteer tutor in a classroom is an important decision. The teacher must assess the needs of his/her particular classroom and decide if the use of the volunteer will compliment and enhance the established reading program. Having a volunteer tutor in the classroom cannot guarantee less work or more free time, but it can be a way to offer additional individualized instruction and practice for students. The teacher must be willing to make the necessary commitment because utilizing a volunteer tutor requires an organized and well planned program and a positive and nurturing atmosphere created by the classroom teacher for the benefit of the students, the volunteers, and the teacher.

This project will discuss and share ideas on the recruitment of volunteers, the training of volunteer tutors, management techniques for utilizing volunteer tutors, procedures for initiating the interaction between student and volunteer, activities and materials

for the tutors to utilize with the students in reading, the retention of the volunteers, and evaluation techniques for volunteer programs.

Recruitment of Volunteers

School volunteers generally do not walk into a classroom asking for work. They must be recruited and convinced that tutoring is one of the most important things they can be doing with their time. For this reason it is important for the classroom teacher to have specific tasks in mind when requesting the aid of volunteers in the classroom. When thinking of the duties a volunteer can perform in the classroom these question may be helpful: (a) Are volunteers permitted to do this activity, due to legality or negotiated agreements set up by the teachers' bargaining unit and the school district and state? (b) Would you feel comfortable delegating this job to a volunteer? and (c) Is this task one that should be done by a paid staff member rather than a volunteer? Having considered these questions and selected the appropriate tasks for the volunteer to perform, the classroom teacher is ready to recruit volunteers.

Some school districts have organized school volunteer programs that serve as clearinghouses to match potential volunteers to teachers with specific requests concerning duties, days and times

that volunteers are needed. It is the responsibility of the volunteer coordinator to do the preliminary recruitment of volunteers and to handle requests from teachers. The volunteer coordinator gathers information from the potential volunteers by having them fill out a volunteer registration form (Appendix A). This serves as an initial screening device to exclude any person that may be questionable in his/her ability to work with students. It also serves in providing background information necessary in placing the volunteer in an appropriate and most productive situation. Teachers interested in utilizing volunteers must fill out request forms giving the necessary information to secure the most desirable volunteer for the particular needs of the classroom setting (Appendix B).

Teachers not having access to an in-place volunteer tutor program or a volunteer coordinator must recruit volunteer tutors for themselves. Parents and relatives of students in the classroom are the first and best source for volunteers. An introductory letter should be sent home with the students to let parents or family members know of the need and desire to have them be a part in the education of their child at school (Appendix C). A job description is included that is more specific in the duties of the volunteer

(Appendix D). Follow up of the parents who show an interest in working in the classroom can be made.

There are several natural opportunities for recruiting volunteers that arise during the course of the school year. School plays, open houses, music or art festivals, or any activity that brings the school community together are opportune situations for informing interested individuals of the volunteer program. Other teachers' suggestions of parents and other volunteers who have served as volunteers previously or have indicated that they may be interested in serving as a volunteer tutor are also helpful.

If it is not possible to get enough volunteers through parent recruitment, older students from the same school, college students, retired citizens, service club members and church groups are all good sources of volunteers. Newspaper articles, television spots, grocery store flyers, in school building solicitation, colleges, senior citizen centers, local service organizations that offer speaker times, school newsletters, church bulletins, and local businesses that encourage employee participation provide means of recruitment.

Students' safety is an important issue to consider when recruiting volunteers. The Washington State Patrol provides a Criminal History Information request form which checks out applicants for prior

conviction in cases of child/adult abuse (Appendix E). It is the law in the state of Washington that this form be used for all individuals that may be working with children. The teacher who recruits volunteers personally, needs to secure this form, have it filled out and send it to the Washington State Patrol Office. It is wise for the teacher to keep a copy of this form and send copies to the school district's central office and to the principal. When recruiting volunteers it is also good to set up a trial period of four to six weeks to make sure the placement is right for the teacher, the volunteer, and the students. If problems should arise this is a good way to conclude the volunteer tutoring situation on a more pleasant note, rather than dealing with a bad situation indefinitely.

Training of Volunteers

Districts that have school volunteer programs usually set up training sessions throughout the year for volunteers to inform them on district policies, procedures, and other general information that will benefit them. Training sessions are also held to teach volunteers different ways to work with students. Even though some districts provide this training, it is still necessary for the classroom teacher to train the volunteer specifically for the assignment in that

teacher's classroom. Every situation is unique, and the volunteer needs to be familiar with standard classroom procedures and what is expected of them when they serve as tutor.

Set aside a time when the volunteer and the teacher can meet without students to discuss and set goals for the experience that they will be sharing in the classroom. Explain operations and specific policies of his/her classroom. The volunteer must know about classroom and school rules and emergency procedures, such as fire drills.

An orientation of the building and its use is important to help volunteers feel more at ease when they come in for the first day. The location of the teacher's lounge, restrooms, library, workroom, storeroom, sick room and other places should be shown during the first meeting. Use of the building and common procedures such as how to obtain a school lunch, where to get coffee or pop, use of the telephone, and other procedures that may be needed throughout the time that the volunteer is at the school needs to be addressed. If the school has a calendar the teacher should give one to the volunteer so that holidays, dates for special assemblies, and other important events are known (Appendix F).

Introduction to staff and personnel at the building is also a part of the orientation. Meeting the principal, the secretary, janitor, and teacher and staff will help make the volunteer feel more comfortable and feel like they are a part of the school setting.

When working with the students, the volunteer needs to be trained in strategies that the teacher feels are most beneficial to the students in the classroom. A clear delineation of the goals that the teacher has for the program should be discussed as should the goals and the expectations of the volunteer. Both the volunteer and teacher should be aware of the expectations of each other. It is wise to put these expectations in print on the same sheet of paper. Indicate that there will be a trial period of about four to six weeks to make sure the arrangement is working for both the teacher and the volunteer and a discussion of the expectation and goals that were set at the beginning may be discussed and adjusted if necessary.

Provide a clear honest job description including a frank assessment of the time and skills required. Guidelines should be specific, distinguishing between those tasks that are solely the teachers' responsibilities (diagnosing, prescribing, evaluating, and disciplining), those which belong to the volunteer, and those on which they will work together. Discuss problems related to discipline with

the tutor to assure the tutor that discipline is the teacher's responsibility and when problems arise the steps to take informing the teacher of the problem.

State what confidentiality means — why it is important, expectations regarding it, and the legality and consequences for violating it. Stating this in the training session will help to reinforce the importance of confidentiality and support actions taken later if problems should arise.

Training the volunteer for specific activities to do with the students may come at the initial teacher/volunteer conference or in a short training session prior to the tutoring session with the students. Show the tutor how to perform the activity, how to interact with the students, how much time to spend, what to say for correct responses and incorrect responses. Clear instructions and a visual explanation are necessary to assure that the activity is being presented in the way the teacher has designed it.

Train the volunteer tutor in a way that will establish a professional relationship and will clarify the expectations of the program. It will help to set the volunteers at ease about their responsibilities and it will stress the importance of their contribution to the classroom. Being organized and clear on the

duties, times, and tasks will create an image of confidence in the program and the volunteer's ability to carry out the tasks (Appendix G).

Management Techniques

Prior planning by the teacher indicates respect for the volunteer's time and talents, and insures that students benefit as much as possible. Developing a management system that includes organizing space and materials for the volunteer and suggesting ways to work with the students will help save valuable time when the tutor comes in to work with the students.

By preparing a place for the volunteer in the classroom the teacher sends a warm and welcoming message that the volunteer is important. A space to hang coats, to put a purse or lunch, and to put up a few special notes or pictures reflects a feeling of belonging for the volunteer. If the teacher is lucky enough to have extra room for another adult desk, it could serve as a place to set the necessary materials and supplies for working with the students. If the size of the classroom limits the amount of space for another desk, the teacher should make sure there is a central location for materials and supplies.

Sometimes volunteers work with an individual student or several students in another room or a hallway, but often times they work in a corner in the classroom. Sometimes the teacher can create a quiet area by using portable storage units, tables and bookshelves. The important thing is to create a setting with as little distraction as possible for the students.

An area in the classroom needs to be designated as a place to keep necessary materials for performing the tasks planned by the teacher. Shelves and cupboards which contain teaching materials and games need to be labeled and organized in a convenient manner. Extra copies of the materials should be kept in case any get lost or misplaced. Supplies such as pencils, markers, and paper should be obtained for the volunteer and put in a place that is convenient for the volunteer and separate from the supplies used throughout the day in other areas.

A small bulletin board, easel, or space on the wall can provide an area to place names of all of the children in the class. The names of the students can be placed on cards with a paper punch hole to allow the card to be turned or taken off and returned to the bulletin board. Colored dots may be placed on the cards to designate the level of materials the student is working on at that particular time. These colors can be changed as the students improve or pass on to another

level. The color dots correspond to the materials that the tutor will be using with the individual students. This is not to be confused with ability grouping. The students work individually and are able to advance to the next level whenever they have completed the criteria for that level.

When the tutor or the teacher works with an individual student, the student's card is removed or turned over to let the other person know who has received individual help and who has not. If the teacher wants the tutor to work with specific students, the names will be pulled by the teacher and placed in the volunteer's folder. This helps to regulate the amount of individual attention each student receives from an adult during a particular time frame. This technique allows all students the opportunity to receive individual instruction at their own reading level (Appendix H).

In planning activities for the volunteer to do with the students it is good to map out activities for the week. The following suggested weekly schedule may be helpful:

Day 1- Vocabulary practice

Day 2- Silent Reading with comprehension activity

Day 3- Oral Reading

Day 4- Language Experience

Day 5- Reading Games

Specific activities can be selected from a variety of activities secured by the teacher to supplement these areas of reading.

Suggestions are included in this project. This method enables the teacher to plan the activities the volunteer should perform and it provides a way to sort materials under headings.

Many teachers have folders set out for the volunteer when they arrive in the classroom. The folder usually contains a list of students to work with, activities that the teacher want the volunteer tutor to do with the students, and materials gathered that will be needed for the activities. Planning sheets have been included in the appendix (Appendix I). If directions need to be given to the volunteer, a note can be written or instructions may be placed on a cassette and the tutor can play it to receive instructions. The teacher should attempt to speak to the volunteer each day to insure that problems that arise can be dealt with and feedback from activities can be obtained.

Volunteer and Student Interaction

When working with individual students, the volunteer needs to know about the strengths and weaknesses and kinds of reinforcement that work with that particular student. Suggestions of students interests may also be included. The first session of tutoring may be

an informal interview with the students on some personal information that may help the tutor to know more about the student (Appendix J).

For some kinds of children work means a constant struggle. It is difficult to know the frustration that a child can feel when he/she is always the last one done. Make the volunteer aware of the differences in the children's ability and suggest instructional techniques that can be used when working with students (Appendix K).

The physical setting of the tutor/student interaction should be located in an area free of distraction and filled with the necessary materials needed to carry out the designated tasks. The back of a classroom or a corner may be set up for tutoring sessions. The hallway or an extra room within sight of the classroom teacher may also be used for tutoring areas. Tutors and students need to be close enough to the classroom teacher in case problems arise.

Students must be trained on how to leave their seats and walk to the tutoring area without disrupting the rest of the class. Rules must be established for students on the appropriate behavior expected during the tutoring sessions. If students do not follow the established rules, they may be excused from the situation and notice of the behavior needs to be reported to the teacher at an appropriate time.

Tutoring sessions should be limited to twenty minutes except for special situations. This may be the only time in the day that this child interacts one-on-one with an adult. Therefore the tone of the tutoring session needs to be warm, non-threatening. Appropriate positive responses must be given, but they must be genuine (Appendix L).

The teacher may find it helpful to speak with each volunteer briefly before leaving school to make sure that no problems remain unresolved and to get feedback on assigned tasks. The teacher should plan a time each week to talk to the volunteer for five to ten minutes in person or by phone when children are not present. A daily journal can be used by the tutor to jot down some of the things that happened during the session and some suggestions for working next time. This may be shared with the teacher or kept for the tutor's own personal use.

Activities and Materials

All students can benefit from the individual attention that can be received from a volunteer tutor. The following collection of reading activities may be used for remedial or enrichment activities. These

supplemental reading activities can be used as reinforcement to the classroom reading program.

Sight Word Practice

Sight Vocabulary Checklists

A file folder is needed for each child in the room. Stapled to the inside of the file folder are the lists of sight words that the teacher chooses for the students in the classroom. Sources for sight words can be the Dolch's "220 One-Look Words", the Ekwall Basic Sight word list, vocabulary lists located in the back of the student's texts or other sources of the teacher own choosing. The order of the lists progress from the easiest words to the more difficult. Also included in the folder is a small recloseable plastic bag which contains small pieces of blank papers for writing down words that the students have trouble with.

A list of the words is placed in front of the student. A small card with a window cut out of it may be used to isolate the word from the other words on the list. The tutor records correct or incorrect responses on the word list in the students file folder. The student should not be distracted by the marking of the words. Hold the folder in such a way as not to call attention to the marking. A checkmark for

correct responses, and a small circle for incorrect responses can be used. The student has five seconds to identify the word. The student can choose to pass, but it is marked as an incorrect response. When five words have consecutively been incorrectly identified, the student may stop. The tutor writes down the words that the student was unable to identify on the small blank cards found in the plastic bag attached to the folder. The tutor and the child go through the words, and then the child may take them home to practice.

The student may be called upon to identify the words again at a later date. Start again with the beginning of the list and record the correct or incorrect responses to the left of the previous check and write the date of the recording above that column. Share the successes with the child each time that they are tested. Try to make it as non-threatening as possible. A graph can also be attached to the folder to show the student how they have progressed. When the student has been successful at achieving the recognition of most of the words then move on to the next level of difficulty checklist. Going back to previous word lists may be needed if there is a lapse in the ability to recognize the new words on the list (Appendix M).

Game Boards

Game boards may be adapted for use with vocabulary words, or words from a sight word list. The blank spaces of the game boards may be filled with the sight words and different game boards can be made for the different degrees of difficulty of the sight words. The tutor can work with one student or a small group of students on how to play the game and to check for the accuracy in identifying the words on the game board. Commercially made game boards can be purchased through catalogs and school supply stores. Hand made game boards can be inexpensive and easy to make if there is an example to follow. Keeping the game board simple enough helps to enable the students to use them independently or with partners as an enrichment activity (Appendix N).

Word Detective

The student is given a page from a newspaper. The student is given a word to find in the newspaper. The student must quickly scan the paper and underline the word each time he/she sees it. One to two minutes is an appropriate amount of time for the scanning.

Concentration

Print 8 matching pairs of words on word cards (16 words). With a younger child 4 pairs of cards may be used. A game board made out of tagboard will keep the cards in place.

Shuffle the cards and place them face down on the game board. Have the child turn over one card, read the word, and try and locate the matching word. If they find the mate, the pair is placed on the table. The player then gets another turn. If the card does not match the original card, both cards are turned face down in their original positions, and the next child takes a turn. When all of the cards are matched, the game ends. The one with the most cards is the winner. Younger children can match a word and a picture.

What A Sight! (3-5 players)

Prepare 15 matching word cards. They may be sight words or words for phonic decoding. Prepare one What a Sight Card. Shuffle the cards. Deal all of the cards face down to the players. The players pick them up and match any two set pairs. Starting to the left of the dealer the child lays down any matching pairs and names them. If

the child cannot pronounce the sight words, the tutor helps the child and the card must be kept until the child's next turn.

After placing any matching pairs on the table, the child turns to the player on the left and picks a card from this player's hand. If it matches one in their hand, the child names it, lays the pair down on the table, and then again picks a card from the player on the left.

If the chosen card does not match one in the hand, play proceeds to the next player on the left. When all pairs are matched the player with the What a Sight Card is the loser.

Tic Tac Toe

Draw a Tic Tac Toe frame on paper. Cut word cards the same size as each frame. Write the words to be practiced on the word cards. Prepare four cards with a single X on each, and make four cards with a single O on each. One child (or tutor) is designated as X and the other as O. Deal out nine cards face down and place each one in a different Tic Tac Toe frame.

1. The X decides the square he wants to use. He/she turns the card from the square face up and reads the word.

2. If he/she reads the word correctly he removes the card and replaces it with one of his/her X cards. If the child does not

pronounce the word correctly the tutor pronounces it for him and places it back face down on the game board. The child may try to read it again at another time.

3. The O person then has the opportunity to read the word and replace it with an O card.

4. The first person to have three consecutive square covered with either an X or an O is the winner. The squares may be used either vertically, horizontally, or diagonally.

Word Checkers

Choose 32 sight words and print them on small pieces of white paper and glue them onto the black squares on a standard checkerboard. Put the words on so that they can be read from either direction.

The rules of play are identical to ordinary checkers, except that in order to move to a space, the player must first read the word written on the spaces where he wants to land. If he/she cannot read the word the tutor may help with the word, and the student may have a chance later to move.

Contextual clues

Introducing new vocabulary words in the context of a sentence is another strategy that volunteer tutors can use in the classroom with students. Here are a few suggestions on how to introduce vocabulary words through contextual clue strategies.

Sentence strips

Sentence strips can be used individually or with small groups of students to reinforce the learning of the vocabulary words introduced in a basal reading series.

A vocabulary word can be printed on one side of the sentence strip with a colored marker. On the other side of the sentence strip include the new vocabulary word in a sentence that appears in the context of the story. Highlight the new vocabulary word in the sentence by using a different colored marker for the words that appear around the new word (Appendix O).

When working individually with the student, introduce the vocabulary word in isolation, and then turn the sentence strip around and have the student read with the tutor, or alone, the sentence with the new word in it. Continue with this process until all of the new vocabulary words for the story have been introduced. Go back to any

words that the student has had problems with and read the sentences with him.

Continued practice of these words and previously introduced words can be used throughout the course of the year.

Story Wheels

Story wheels are round pieces of tag board, that are cut to a manageable size (12 inches is a good size). The wheel is divided into equal size sections. Sentences are printed in each section, but a blank space is left for one of the vocabulary words that fits appropriately in the blank according to the context of the sentence and in relationship to the basal story that the vocabulary words come from.

The vocabulary words to be used in the sentences are written on wooden clothes pins. The student reads all of the words on the clothespins, then reads the sentences on the wheel. The student then chooses the correct word for the sentence based on the context of the sentence and the storyline.

The tutor helps the child say the new word and helps the child find the correct sentence for the clothespin to go. The student reads the sentence with the chosen word to see if it is correct (Appendix P).

Pages From Old Or Used Workbooks

Cutting apart old or partially used workbooks and glueing them onto construction paper and laminating them can provide free and effective resources to use for contextual clues. The stories must be inclusive; they cannot rely on a basal for their story line because most of the old workbooks that are found are from discontinued series. Careful browsing at book depositories or building storage rooms can provide these workbooks. The laminating and mounting on construction paper tends to make the students see them as something other than an old workbook paper. Coloring and arranging the work a little differently can make it appear more like a game. Punching a hole in the top corner, and fastening the pages together with chicken tags or metal rings can keep them organized and easy to pull out in a hurry.

Color coding them by difficulty can help save time when the tutor comes to work in the classroom. Designating students with different ability levels by a certain color can save sorting time (Appendix Q).

Language Experience

The language experience approach to reading is becoming increasingly useful for reading readiness, initial reading experiences,

and remedial reading. Volunteers can help students write books and read them. The following step-by-step instructions were designed by Askland (1973).

1. Set the tone of the meeting with the child by making it a pleasant experience.
2. Have booklets prepared which are bound by construction paper or tagboard covers. Include four or five pieces of paper. Take the child to a more isolated spot in the classroom.
3. Suggest topics for the story if the child does not have something specific he/she wishes to relate.
4. Let the child talk about the topic to the point where he/she has just about exhausted the topic.
5. Begin the dictation by getting a title for the story by the student.
6. Have the child sit beside the tutor so he/she can see the printing. Put the book directly in front of the child as much as possible.
7. Let the child generate a full sentence about the topic before writing what he/she says.
8. Say each word out loud as you write.
9. Read the story to the child.

10. Read the story again, letting the child read along.

11. Offer to let the child read as much of the story by him/herself as he/she can.

Greeting Card Books

Recycle old greeting cards into mini-books. Give a card to each child and ask him/her to write a story inspired by the illustration. To construct the book, the student pastes construction paper over the message inside of the card. Next, the child cuts pages of blank paper to fit the card size and shape, copies the final draft of the story to the pages, and then staples them inside. Finally, the student writes a title on a paper strip, pastes it over the greetings on the front of the card, and shares the book with others. The tutor can use the language experience technique to suggest a story and print it for the child (Appendix R).

Class Books

Books that contain pages written by students in the class can provide a valuable addition to the classroom library. Usually class books are the offshoot of repetitive pattern books read to the class by the teacher. The students write down their own ideas that fit into the pattern of the story. The tutor can serve to help students with

spelling, gather ideas, or print while the students dictate their ideas. Students can make their own books, which contain three to four pages of their own ideas that follow the repetitive pattern of the original story (Appendix S).

Oral Reading

Guaranteeing a student a few moments each day to share a story or part of a story to an interested adult can be a positive experience for a child. Keeping the interaction simple, and positive can be as successful as any highly developed and time consuming project where the child receives no individual attention at all.

One Page Reading

The tutor sends for the children, one at a time, asks them to bring their reading books and allows them to read a page of their choice to the tutor. The tutor listens and helps the student with words that the student is struggling with in a non-threatening way. When the child is finished the tutor remarks in a positive way, something special about the reading. The tutor tells the child to send another student to work with the tutor as the student returns to his/her seat.

Folder Books

Folder books are shortened versions of the stories in the basal reading series. They are teacher-made and can be folded in a way such that they become little books for the students take home and practice.

Divide a piece of paper into eight sections. Write sentences on the bottom of the pages that contain a shortened version of the original story but still include the newly introduced vocabulary words. Illustrate or reduce pictures from the basal place on a few of the pages. Leaving a few of the pages without a picture allows the students to have a chance to make their own illustrations. The directions for folding the books are:

1. Fold the paper like a hot dog.
2. Then fold it like a hamburger.
3. Fold it again.
4. Open it up to the hamburger, and cut on the fold.
5. Make a star.

Read the story together as a whole class. Then read it to a partner and have the partner sign it. Then read it to the teacher or the tutor, and have them sign it. Then take it home and read it to an adult and have them sign it and bring it back to school (Appendix T).

Old Workbooks

Pages from old workbooks that contain a story can be mounted on construction paper and laminated to make an fast oral reading activity for students. The tutor can work with the student on words that are difficult and reinforce the good reading they do. The tutor can discuss the story with the students.

Silent Reading/Reading Comprehension

Tutors may help students select reading materials that are at the students' independent reading level. Students then read the materials independently and report back to the tutor at a later date to carry on a conference or discussion of the story or book. Some specific kinds of information the tutors can gather from the students are recall information, interpretive information, and evaluative information.

Recall information require remembering specific things about the story. Some of these are: (a) Describe the setting, (b) Tell about the main character, (c) Relate an event in the story, (d) Tell who was involved, (e) Tell some of the reactions characters had to events in the story, (f) What kind of story was it?

Interpretive or main idea information includes: (a) Telling the main idea of the story in their own words, (b) Sequencing three or

four events of the story, (c) Determining if the story was humorous, adventurous, mysterious, fantasy, etc.

Evaluative information requires the students to form their own opinions from the information presented in the reading material. Ideas for this are: (a) Select a main character and tell why he should be liked or disliked, (b) Select an event and discuss if the characters acted rationally as they should have, (c) Would the child have done something differently? (d) What would have been the outcome if the character would have acted in a different way? (e) Have the student describe his/her favorite scene, (f) What lesson could be learned from the story? and (g) Compare the characters from a different story. These questions and topics will need to be reworded for different levels of ability of the students. A game called Story Development which supplements reading comprehension is included in the appendix (Appendix U).

Individual Reading Conferences

Individual conferences on student selected reading materials can be an enjoyable experience for the tutor and the student. The intent of this activity is to get the students to read beyond the basal series and to encourage pleasure reading away from school.

A folder or notebook with several blank pages for each child is needed to record information gathered from the students. The students need to select books that are at their reading level. For primary children especially, where the selections are limited, old basal readers that have been torn apart by individual stories and covered with construction paper make great books for them to read (Appendix V).

The tutor records the following information from the student in the notebook: (a) the date, (b) name of book, and (c) author.

Copy word for word a short summary dictated by the student about the story. Choose a page at random for the student to read orally and record their oral reading ability by fluency and word attack skills by a simple, excellent, good, or needs improvement scale. If students appear to struggle with the oral reading or seem to be a little sketchy on the summary of the story, give them the chance to choose a different, or a less difficult book or take the book home and redo the conference on a different day. A special box can be placed in the classroom for books that the students have completed and to show that they are ready to have a conference with the tutor. Small pieces of paper can be placed in the box so the students can print their names on them and place them in the book to let the tutor know who is ready

for a conference. The notebooks serve as good information to share with parents during parent-teacher conferences, and are special for the student to take home at the end of the year (Appendix W).

Retention of Volunteer

Teachers who are most successful in working with volunteers are those who respect the volunteers as individuals and make them a vital part of the educational team. They draw on the volunteers' creativity, critical thinking abilities, experiences, and unique skills. The teacher who has invested time and skill in developing the talents of a volunteer does not want to lose that trained volunteer. From the first day, teachers should create an atmosphere of belonging which increases the volunteers' desire to participate. Job satisfaction is tied to meeting personal needs through the volunteers' work. The volunteers' pay comes from realizing that they have met important needs for students and school staff while achieving their own personal goals.

Volunteers are invaluable resources and should be cultivated with tender loving care. Getting to know the volunteer better can provide the familiarity that strengthens a relationship and leads to genuine friendship.

Volunteers appreciate being included in staff meetings, in-service training or planning sessions when they can benefit from the information. Volunteers who are welcomed to the teachers' lounge or lunchroom are more likely to feel they are partners on the educational team than those who are excluded. Taking the volunteer to lunch occasionally can help to foster the feeling of belonging and friendship.

Certificates of appreciation, plaques, special cards, and gifts can be ways of showing volunteers that they are appreciated. Taking time at assemblies to present certificates of recognition or arranging special social functions with the volunteers as the honored guests are other ways of recognizing volunteers' service. Sometimes the scribbled note from a child or a hug can mean so much to the volunteer. Appreciation is an on-going attitude that must be actively and genuinely communicated in day-to-day respectfulness, kindness and good manners. Appreciation is not a one-time occasion. Students should be reminded to practice their manners by encouraging them to say thank you and to acknowledge the help that they have received from the volunteers. The teacher should prepare the children for the volunteers by building a positive attitude towards the volunteers' contributions. The teacher should encourage children to call the volunteers by name and to show their appreciation by giving notes and

cards on birthdays and holidays or when they are ill or absent. Some of the most priceless signs of appreciation are the wide smiles, scribbled notes with "I Love You" and the sense of pride known only by a child (Appendix X).

Evaluation

Another way to retain valued volunteers is to include them in continuing evaluation of the work you do together. Do not wait until the end of the year to ask for feedback from the volunteers. Teachers should ask themselves, the volunteers, and the students questions that will provide insight into what worked and what did not work, and how things could be improved. The volunteers and students should frequently be asked for suggestions for improving routines, schedules, and approaches that may influence the volunteer-child and the volunteer-teacher relationship in a productive way. Be prepared to act on these suggestions. It is also important for the teacher to review self performance as a classroom manager of human resources and honestly look for areas of strength and areas needing improvement (Appendix Y).

Many benefits of involving volunteer tutors in the classroom cannot be measured on evaluation forms but can be observed in a child's attitude towards learning, improved self-image, and the warmth of the volunteer-child relationship.

APPENDIX A



YAKIMA PUBLIC SCHOOLS
 Volunteer Services
 104 N. 4th Avenue
 Yakima, WA 98902
 Phone: (509) 575-2987

VOLUNTEER REGISTRATION

THE YAKIMA SCHOOL DISTRICT IS A TOBACCO FREE EDUCATIONAL SYSTEM

Thank you for your interest in becoming a part of the Volunteer Program of the Yakima School District. It is important that you complete *both sides* of this form and return it to: Celia Beckett, Volunteer Coordinator - YAKIMA PUBLIC SCHOOLS—104 North 4th Avenue—Yakima, WA 98902 (575-2987) or your school's main office.

PLEASE TYPE OR PRINT

PERSONAL INFORMATION			
Name _____			
Last	First	Middle	
Address _____ Home Telephone () _____			
Street	City	State	Zip
			Area Code
Occupation _____ Work Telephone () _____			
Employer _____			
Do you have children in Yakima Public Schools? If yes, please complete the following:			
Child's Name	School	Teacher	Grade
_____	_____	_____	_____
_____	_____	_____	_____
What grade level would you prefer? FIRST CHOICE _____ SECOND CHOICE _____			
Do you speak any languages other than English? _____ Which? _____			
INVOLVEMENT PREFERENCES			
<input type="checkbox"/> Art	<input type="checkbox"/> Language Arts	<input type="checkbox"/> Resource Speaker (sub.) _____	
<input type="checkbox"/> Clerical	<input type="checkbox"/> Library	<input type="checkbox"/> Science	
<input type="checkbox"/> Dance	<input type="checkbox"/> Math	<input type="checkbox"/> Special Education	
<input type="checkbox"/> Drama	<input type="checkbox"/> Music	<input type="checkbox"/> Special Projects	
<input type="checkbox"/> Foreign Languages Exploration (please specify) _____	<input type="checkbox"/> Nurse's Assistant	<input type="checkbox"/> Vocational/Technical	
<input type="checkbox"/> History	<input type="checkbox"/> P.E.	<input type="checkbox"/> Other _____	
	<input type="checkbox"/> Reading Program		
REFERENCES			
Name and Relationship	Address	Day Phone	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

For Office
Use Only

References
checked

Monday From ____ To ____ Wednesday From ____ To ____ Friday From ____ To ____
 Tuesday From ____ To ____ Thursday From ____ To ____

HOW DID YOU HEAR ABOUT OUR VOLUNTEER PROGRAM?

APPLICANT DISCLOSURE

HAVE YOU EVER BEEN:

A. Convicted of any crimes against persons as defined in Section 1 of Chapter 486, Laws of 1987, and listed as follows: aggravated murder; first, second, or third degree assault; first, second, or third degree rape; first, second, or third degree statutory rape; first or second degree robbery; first degree arson; first degree burglary; first or second degree manslaughter; first or second degree extortion; indecent liberties; incest; vehicular homicide; first degree promoting prostitution; communication with a minor; unlawful imprisonment; simple assault; sexual exploitation of minors; first or second degree criminal mistreatment?
 NO YES SPECIFY: _____

B. Found in any dependency action under RCW 13.34.030(2)(b) to have sexually assaulted or exploited any minor or to have physically abused any minor?
 NO YES SPECIFY: _____

C. Found by a court in a domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor?
 NO YES SPECIFY: _____

D. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor?
 NO YES SPECIFY: _____

E. In the last seven years, released from prison or convicted of any offense that involved drugs, embezzlement, or fraud?
 NO YES SPECIFY: _____

Pursuant to RCW 9A.72.085, I certify under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct.

Date: _____ Applicant's Signature _____
 Applicant's Printed Name _____

APPENDIX B

Volunteer Request

School or Location _____ Date _____
Requested By _____ Room No. _____ Phone _____
Job Description _____

Circle Days Needed: M T W Th F Hours _____
Number of Volunteers _____ Date Needed _____
Volunteers Qualifications or Skills _____

Other Information _____



Return to Celia Beckett, Volunteer Office,
Administration Bldg., 575-2987

APPENDIX C

INTRODUCTORY LETTER

Dear Parents,

I am delighted to be working with your child this year. We have had a great week and they are all super kids! You can be very proud of your child.

I try to do a lot of exciting things with the class in the areas of field trips, resource visitors to the classroom, and special projects with the kids. If you are interested in helping with any of these projects please check the area or areas of interest to you and return this note to school with your child. I will compile this information and get back to you as soon as possible.

- _____ Typing children's stories at home
- _____ Providing transportation for field trips
- _____ Working in the classroom as a tutor, dates and time convenient for you
- _____ Sewing puppets, helping with special projects
- _____ Playing a musical instrument during a singing activity
- _____ Being a resource person for Career Week
- _____ Sharing Special interest or hobbies with the students
- _____ Providing treats for parties
- _____ Being a parent-coordinator for parties
- _____ Phoning other parents for special events
- _____ Other ideas (please write down your ideas)

signature

APPENDIX D

JOB DESCRIPTION FOR VOLUNTEER TUTOR

Objective

The volunteer tutor will work on a one-to-one basis or in a tutoring situation with small groups of students who have been identified as needing academic assistance, either on a remedial or enrichment level.

Hours

One or two hours weekly for the duration of the school year.

Duties

Reading stories to students
Listening while students read stories
Playing word games with students
Encouraging students to discuss ideas
Helping students write about experiences
Making experience books with students
Helping students with study skills
Helping students develop positive attitudes towards learning
Preparing instructional materials under the direction of the teacher
Drilling vocabulary words and reinforcing vocabulary activities in all subject areas
Providing an interested adult for the student who needs the interaction

APPENDIX E

WASHINGTON STATE PATROL

Identification and Criminal History Section
 P.O. Box 2527, Olympia, WA 98507-2527

**REQUEST FOR CRIMINAL HISTORY INFORMATION
 CHILD/ADULT ABUSE INFORMATION ACT**

Chapter 486, Laws of 1987
 (Instructions on Reverse Side)

<p>A REQUESTOR'S AGENCY/ADDRESS</p> <p>Agency _____ Attn. _____ Address _____ City State Zip _____</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>I certify that this request is made pursuant to and for the purpose indicated.</p> <p>Authorized Signature _____ Date _____ Title _____</p> </div>	<p>B PURPOSE</p> <p><input type="checkbox"/> ESD/School District - no fee <input checked="" type="checkbox"/> Non-Profit Busn./Org. - no fee <input type="checkbox"/> Profit Business/Org. - \$10 <input type="checkbox"/> Superintendent of Public Instr. Certification - \$10</p> <p>Fees: Make payable to Washington State Patrol by cashier's check, money order, or commercial business account.</p> <p style="text-align: center;">NO PERSONAL CHECKS ACCEPTED</p>
--	--

C APPLICANT OF INQUIRY

Applicant's Name: _____
Last First Middle

Alias/Maiden Name: _____

Date of Birth: _____ Sex: _____ Race: _____
Month/Day/Year

Social Security Number: _____ Drivers Lic. Number/State: _____ / _____

Secondary dissemination of this criminal history record information response is prohibited unless in compliance with RCW 10.97.050.

IDENTIFICATION DECLARING NO EVIDENCE

D WASHINGTON STATE PATROL IDENTIFICATION & CRIMINAL HISTORY SECTION

As of this date, the applicant named below shows no evidence pursuant to Chapter 486, Laws of 1987.

Business/Organization Requesting Information	WSP Use Only
Applicant's Signature	
Applicant's Name	
Address	
City State Zip	
WSP-ID-430	Right Thumb Print (Optional)

INSTRUCTIONS**Please type or print clearly in ink.**

Section A: Please type, stamp, or clearly print the address to which our response is to be mailed, and sign.

Section B: Check appropriate box indicating purpose of request.

Child/Adult Abuse Information: Response limited to convictions of crimes against persons, dependency proceedings, and DOL disciplinary board final decisions. The business or organization shall use this record only in making the initial employment or engagement decision. Further dissemination or use of the record is prohibited. A business or organization violating this subsection is subject to a civil action for damages.

FEES: Make payable to Washington State Patrol by cashier's check, money order, or commercial business account. Personal checks will not be accepted.

Section C: For our search purposes, please provide as much information as possible. Name and date of birth are mandatory.

Section D: Please type or clearly print name and address of applicant of inquiry. A legible inked right thumb print is optional; however, if submitted, it will be used for positive verification.

Additional Information:

If submitting an applicant fingerprint card, please staple to this form.

Please mail entire, completed form to:

Washington State Patrol
Identification Section
P.O. Box 2527, QE-02
Olympia, WA 98507-2527

For further information, contact the Washington State Patrol at (206) 753-7272.

This portion sent by WSP to the Agency

This portion sent by WSP to the Applicant

This identification certificate is the result of a request for criminal history information from the Washington State Patrol Identification and Criminal History Section on a prospective applicant by a business or organization. Pursuant to the Child/Adult Abuse Information Act, Chapter 486, Laws of 1987, if the conviction record, disciplinary board final decision, or adjudication record shows no evidence of a crime against persons, an identification declaring the showing of no evidence shall be issued to the applicant.

APPENDIX F :**WORKING EFFECTIVELY WITH VOLUNTEERS****Understanding the volunteer's background:**

- Learn about her/his educational and work background.
- Become familiar with the extent of the volunteer's knowledge of the community.
- Be aware that school is a new environment in the volunteer's current experience.
- Accept the volunteer's non-judgmental attitude and the lack of hidden agenda.
- Recognize the volunteer's desire to help.
- Become familiar with the volunteer's previous volunteer experience.

Providing for the volunteer's needs:

- Make certain that the volunteer is aware of the location of all rooms in the building.
- Provide the volunteer with information related to schedule and school year calendar.
- Provide space for the volunteer to put personal belongings.
- Establish a sign-in procedure for each day the volunteer helps.
- Provide a space for the volunteer to take a break, if appropriate.
- Provide a space for the volunteer to work.
- Set up a schedule with the volunteer for when he/she will volunteer.
- Establish a procedure for the volunteer to inform you if s/he is not able to volunteer at a scheduled time.
- Exchange phone numbers with the volunteer.
- Inform the volunteer of emergency procedures.

North Thurston School District

VOLUNTEER CHECKLIST

1. Who is the principal of the school? The secretary? The custodian? Do I call any of them by their first names?
2. Who are some of the other people in the school I ought to know? The teacher in the next room? The librarian? Resource teacher? Cafeteria manager? Playground supervisor? Reading teacher? Counselor? Other aides?
3. How should the children address me? By my first name?
4. Which of the children do I address by first names, by nicknames?
5. How does the teacher want me to address her/him in the classroom? In private?
6. Is there a procedure for me to check in and out of school?
7. Exactly what time do I arrive at school? Go home?
8. When do the children arrive? When do they go home?
9. What time are the student's recess and lunch breaks? What is the bell schedule?
10. What are the fire or disaster drill procedures? What am I to do during a fire or disaster drill?
11. What are the school rules for conduct in the library, in the halls, in the restrooms, and in the cafeteria?
12. What is the procedure for using the telephone at school? For me? For one of the students?
13. Where are audio-visual materials stored at school? Am I allowed to check out materials to use in the classroom?
14. Where are the classroom supplies stored? What is the procedure for obtaining supplies for the classroom?
15. What are the procedures for paying for drinks and snacks in the staff room?
16. Where is the smoking area?
17. Who is allowed in the staff lounge?
18. Where are the restroom facilities for the staff?

19. May I eat lunch in the staff lounge? In a special section of the cafeteria? May I buy a cafeteria lunch?
20. What do I do if I see children misbehaving and there is no teacher around ?
21. What do I do if I see a child steal school supplies? Money? Food? Another child's possessions?
22. What should I do if the teacher asks me to help children with an assignment I did not understand myself?
23. What should I do if the teacher cannot answer a child's question and I feel that I can?
24. What should I do if the teacher has not given me another job and I have completed all other work?
25. How could I be reached at school in an emergency?
26. What if I know a family/school situation that may be affecting a child's behavior? Do I tell the teacher?
27. How do I approach my friend whose child is in my room about behavior, test results, teachers comments or actions of his/her child?
28. What do I say to a friend who wants to know exactly what sort of teacher I work with? What if I know my friend does not like the teacher?
29. What if I overhear a parent telling another person something I know didn't happen the way it was told?
30. What do I do if one of the staff loses control or yells or swears or threatens the children? What do I do if I am the one who loses control?
31. What should I do if the teacher asks me to do something that I feel is an illegal use of my time?

Class Aides Helper

INITIAL TEACHER/VOLUNTEER CONFERENCE CHECKLIST

When you first orient the volunteer to your class, plan to discuss the following:

- _____ Days and times to work in the classroom.
- _____ Procedures for volunteer and teacher to keep in touch (regular conferences, telephone conversations, notes, informal meetings.)
- _____ Alternate plans for days when the teacher is absent and a substitute is in charge of the class.
- _____ How the teacher will tell the volunteer of the day's assignment (folder, note, or other means).
- _____ What name the students will call the volunteer.
- _____ Materials, strategies or games to be used.
- _____ Teacher's own classroom policies and procedures, (such as management system, reinforcement techniques, organizational plans, emergency procedures, where volunteers leave personal belongings, and whether volunteer is welcome in teachers' lounge and lunchroom).

Effective Involvement of School Volunteers

APPENDIX G

GENERAL TIPS TO THE SCHOOL VOLUNTEER

Volunteering in a school is an experience and a privilege for both the school and the volunteer. It is designed to promote and maintain a supportive relationship for students.

Remember:

BE HONEST In your approach and attitude. It will aid in developing trust.

BE PATIENT when working with students. They are having difficulty with a subject and do not need additional pressure.

BE FLEXIBLE in responding to the needs of students.

BE FRIENDLY with a smile and a thank you, you can accomplish miracles.

BE RESPECTFUL treat individuals in the same manner you wish to be treated.

Coordinating Your School Volunteer Program
VORT Corporation

TEACHER EXPECTATIONS

A good volunteer will display:

- Promptness
- Love of children
- Enthusiasm
- Flexibility
- Dependability
- Patience
- Loyalty
- Businesslike attitude
- Imagination and creativity
- Non-disruptive influence
- Tact
- Sense of humor
- Initiative
- Interest in helping for the benefit of the community

Volunteers must:

- Be willing to help, ask for directions, follow instructions, take training, try a variety of approaches and techniques with students.
- Be pleasant, friendly, have a warm, positive attitude.
- Dress appropriately for the activity.
- Be sensitive to children's needs.
- Know that the teacher is the authority.
- Be sensitive to the teacher's time needs. Avoid trying to be a amateur psychologist.
- Be capable of maintaining firm but kind discipline when working with small groups of students.
- Be discreet and trustworthy with confidential matters relating to classroom and students.

Coordinating Your School Volunteer Program

THE THREE R'S FOR VOLUNTEERS

Responsibility: The effective volunteer

- is in regular attendance.
- is appreciative of the efforts of the school to educate all children and to provide maximum learning opportunities for each.
- is cooperative with the administration and teaching personnel.
- is aware of the importance of planning.
- is sincerely concerned about the students.
- is able to generate enthusiasm about each child.
- is willing to be discrete, sincere, dedicated and punctual.

Report: The understanding volunteer

- recognizes the child's need to improve self-image and independent leaning habits.
- supports the student by offering genuine friendship
- recognizes the individuality of each student.
- provides a relaxed, friendly and caring atmosphere with students.
- respects the teacher or staff member's ultimate responsibility for the health, welfare, and education of each student.
- provides opportunities for each child to be successful.
- cooperates, coordinates and communicates continually with school administrators, faculty members and staff.
- is willing to express concerns and questions with supervisor.

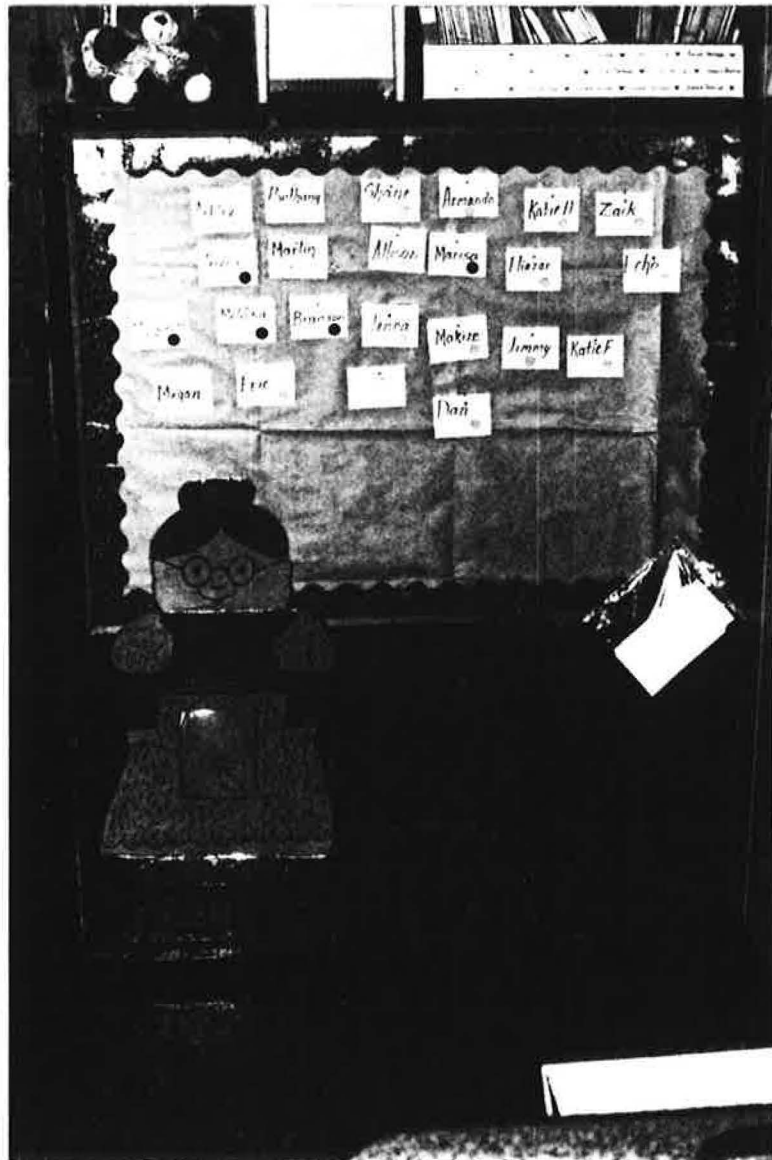
Rewards: The successful volunteer

- shares with the child the warm personal satisfactions which result from successful human relationships.
- provides the teacher or staff member with the satisfaction of knowing that the student's needs are being met and that quality education is being promoted, extended and enriched.
- receives the sincere gratitude of the total school community.

DO'S AND DON'TS FOR USING VOLUNTEERS IN THE CLASSROOM

- DO:**
- Plan the work volunteers are to do before they arrive.
 - Start simple and then add additional tasks.
 - Plan enjoyable and meaningful experiences for the volunteers.
 - Make volunteers feel welcome.
 - Supply materials appropriate for the lessons.
 - Make sure your instructions are clear with adequate time for the volunteer.
 - Provide guides, keys, or information as explanations of the lessons.
 - Treat volunteers as team members, professionals, and human beings.
 - Be honest and open in discussing any problems.
 - Confer often with volunteers.
- DON'T:**
- Leave volunteers in charge of the class.
 - Give volunteers primary diagnostic, instructional, or evaluative tasks.
 - Give volunteers more than they can handle.
 - Assign duties that belong to teachers, or expect them to be housekeepers.
 - Criticize volunteers unnecessarily or in front of students.
 - Expect volunteers to do what they have not been trained for.
 - Change their schedules without proper notice.

APPENDIX H



APPENDIX I
VOLUNTEER ASSIGNMENT SHEET

VOLUNTEER _____ DATE _____

STUDENTS _____

OBJECTIVE _____

SUGGESTED ACTIVITIES _____

MATERIALS TO BE USED _____

PROCEDURES _____

VOLUNTEER COMMENTS _____

ACTIVITY PLAN

Volunteer _____ Date _____

Student _____

What do I want the student to learn? _____

Materials _____

Activities _____

Teacher _____ Grade _____

Special Instruction _____

Volunteer Comments: _____

APPENDIX J
STUDENT'S INTEREST GUIDE

Name _____

Age _____

Sex _____

Grade Level _____

After School activities _____

Favorite television programs _____

Favorite subjects _____

Favorite hobby/game/sport(s) _____

Likes to read about _____

Favorite activities _____

Least favorite activities _____

Favorite color _____

Heroes/heroines _____

Tips for Tutoring

APPENDIX K
HINTS FOR WORKING WITH STUDENTS

1. A student's name is very important. Make sure you say the student's name the way the student wants it said. Learn to spell the name correctly.
2. Make sure your student knows and can pronounce your name. You might give it to the student on a card to carry.
3. Show that you are interested in the student as a person. Listen carefully to what the student has to say. Ask questions about favorite activities, family members, good friends, and personal hopes and dreams. By your words and actions, let your student know that you care.
4. Meet the unexpected needs of your student by using your creativity.
5. Be reliable. If you must be absent, call the school and ask that the student be told that you can't come, but reassure that you care enough to call.
6. Students make mistakes. Let them know that making mistakes is a part of learning. Do not be afraid of making mistakes yourself.
7. Build the student's self-confidence. Praise your student honestly and frequently. Remember attentiveness and effort can be as important as performance. Accentuate the positive; minimize the negative.

APPENDIX L

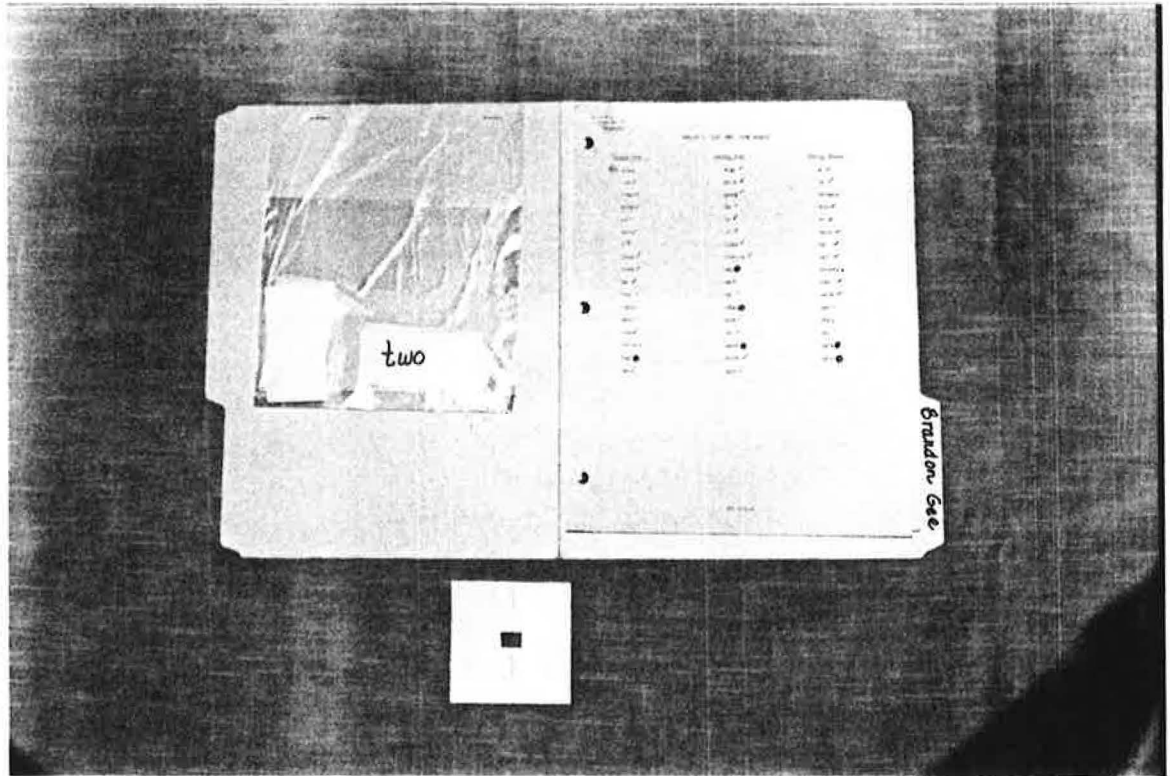
SOME WAYS TO SAY "GOOD FOR YOU"

Everyone knows a that a little praise goes a long way in any classroom. But "a little praise" really needs to be something more than the same "good", "very good", and "fine" repeated over and over again. Here are some additional possibilities for praise adapted from a list by Edward Kubany:

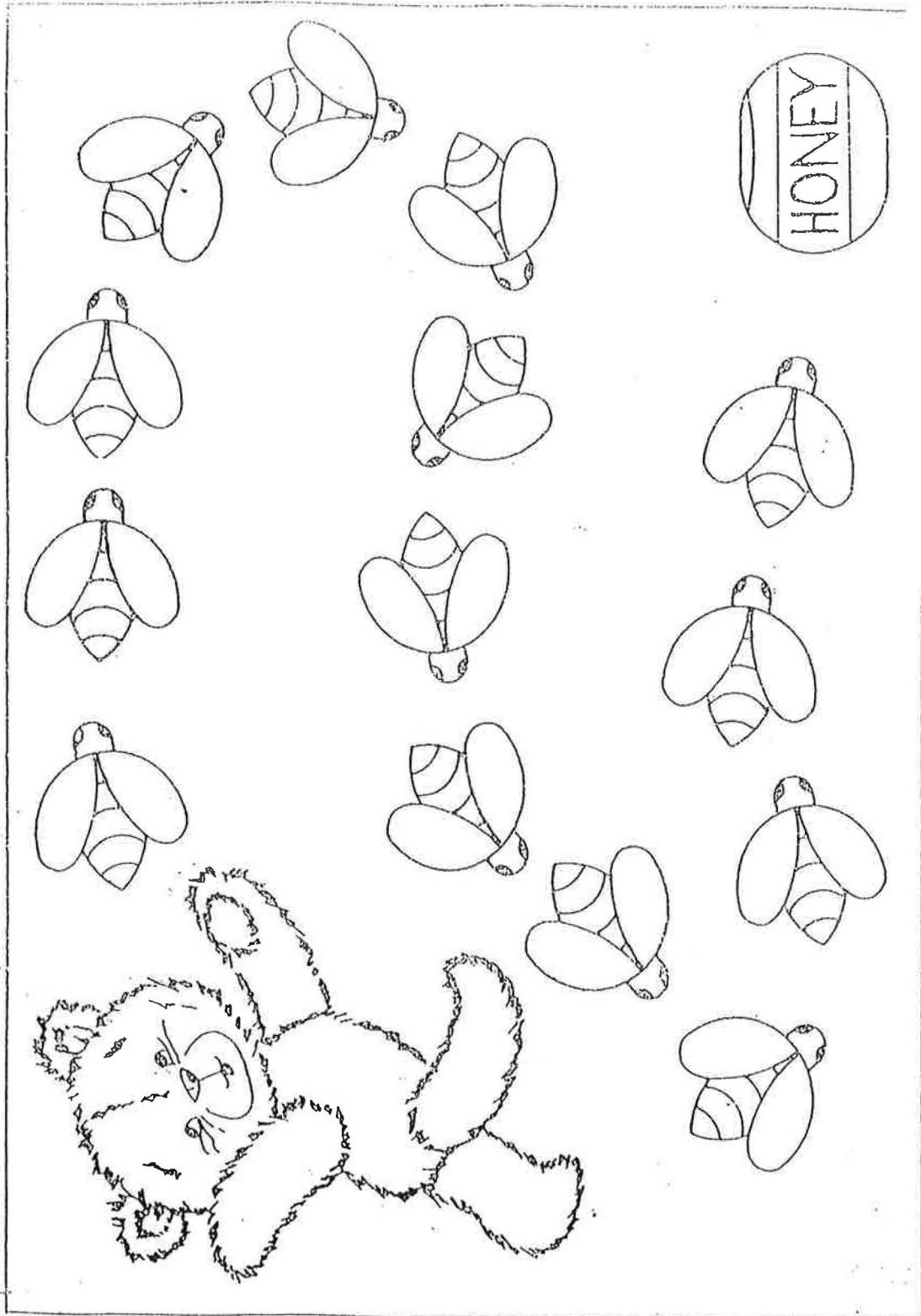
That shows some effort.	Wow!
I like the way your working.	Good Job.
What neat work!	Terrific.
Beautiful.	Marvelous.
Sharp.	How Impressive!
That's "A" work.	That's clever.
Super.	You made it look easy.
That's a good point.	You really are a hard worker.
You know what you are doing.	Outstanding!
That's quality work.	I like your style.
Keep up the good work.	Congratulations!
That's right.	Excellent work.
You're on the right track.	Exactly right.
You've got it.	Superior work.
That shows some thought.	You know your stuff.
I appreciate your help.	That's a great paper.
Good thinking.	Good paying attention.
That's great.	That's a good observation.
Nice going.	You really out did yourself!
Wonderful!	That's a neat looking paper.
That's great!	

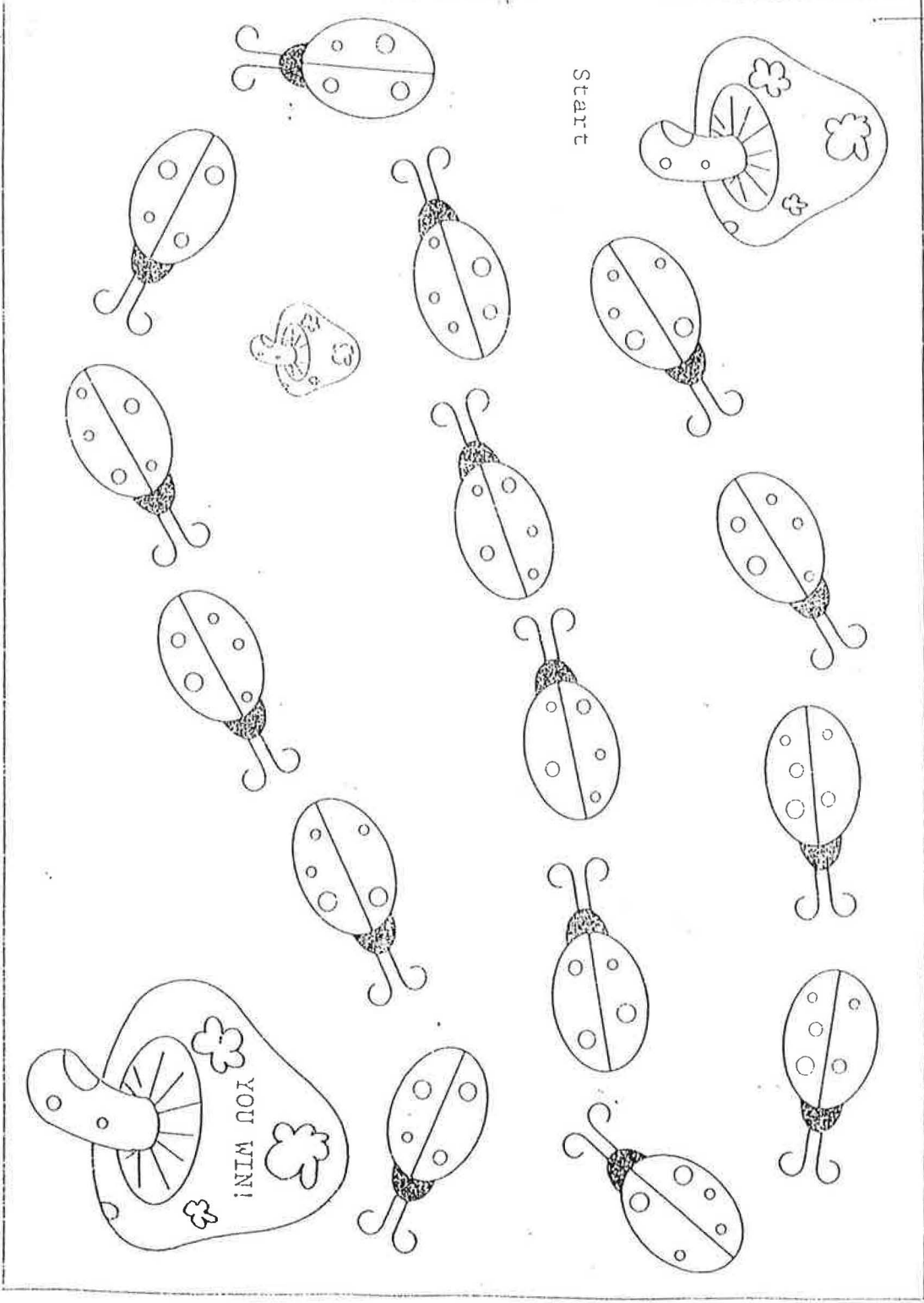
North Thurston School District

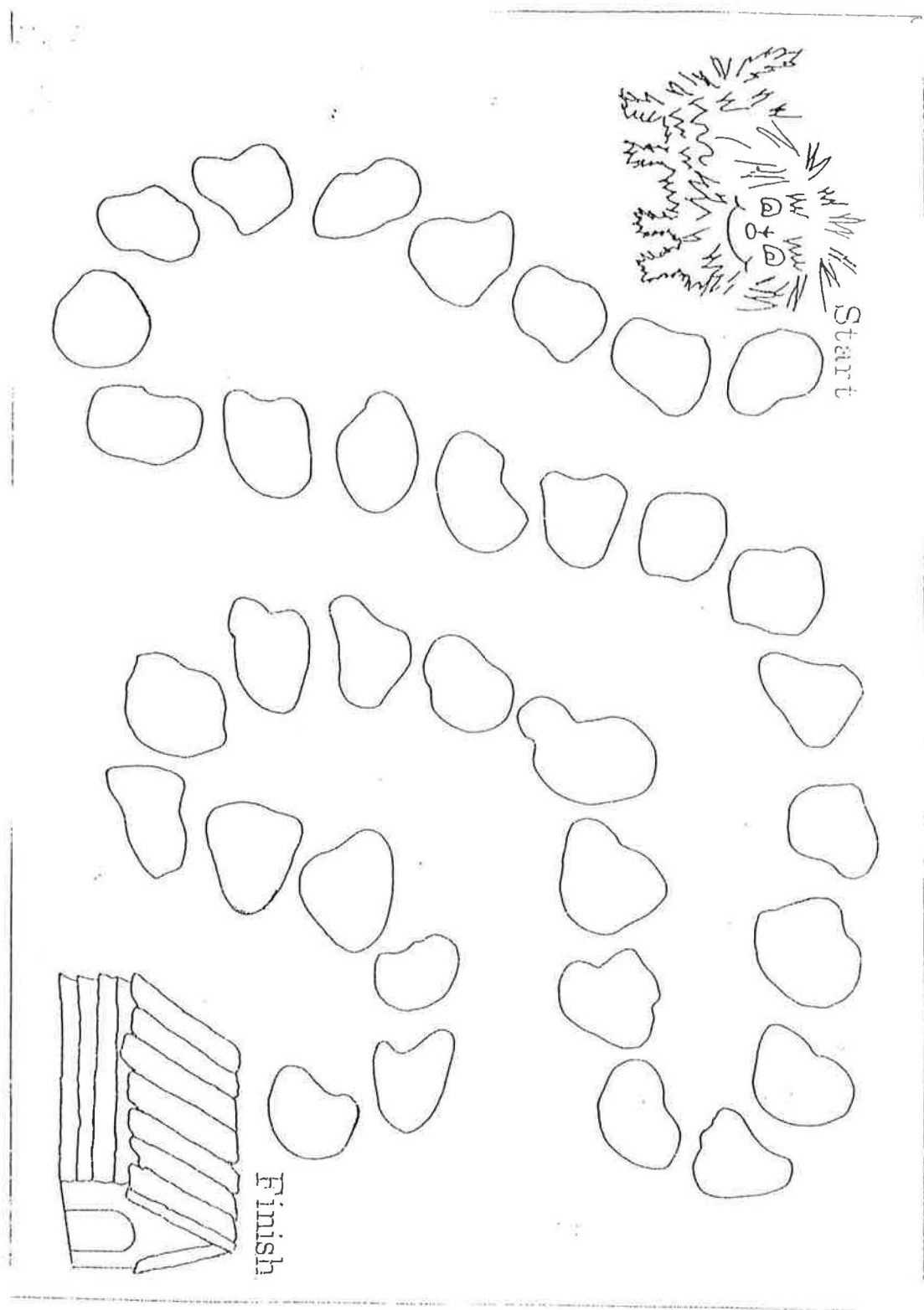
APPENDIX M

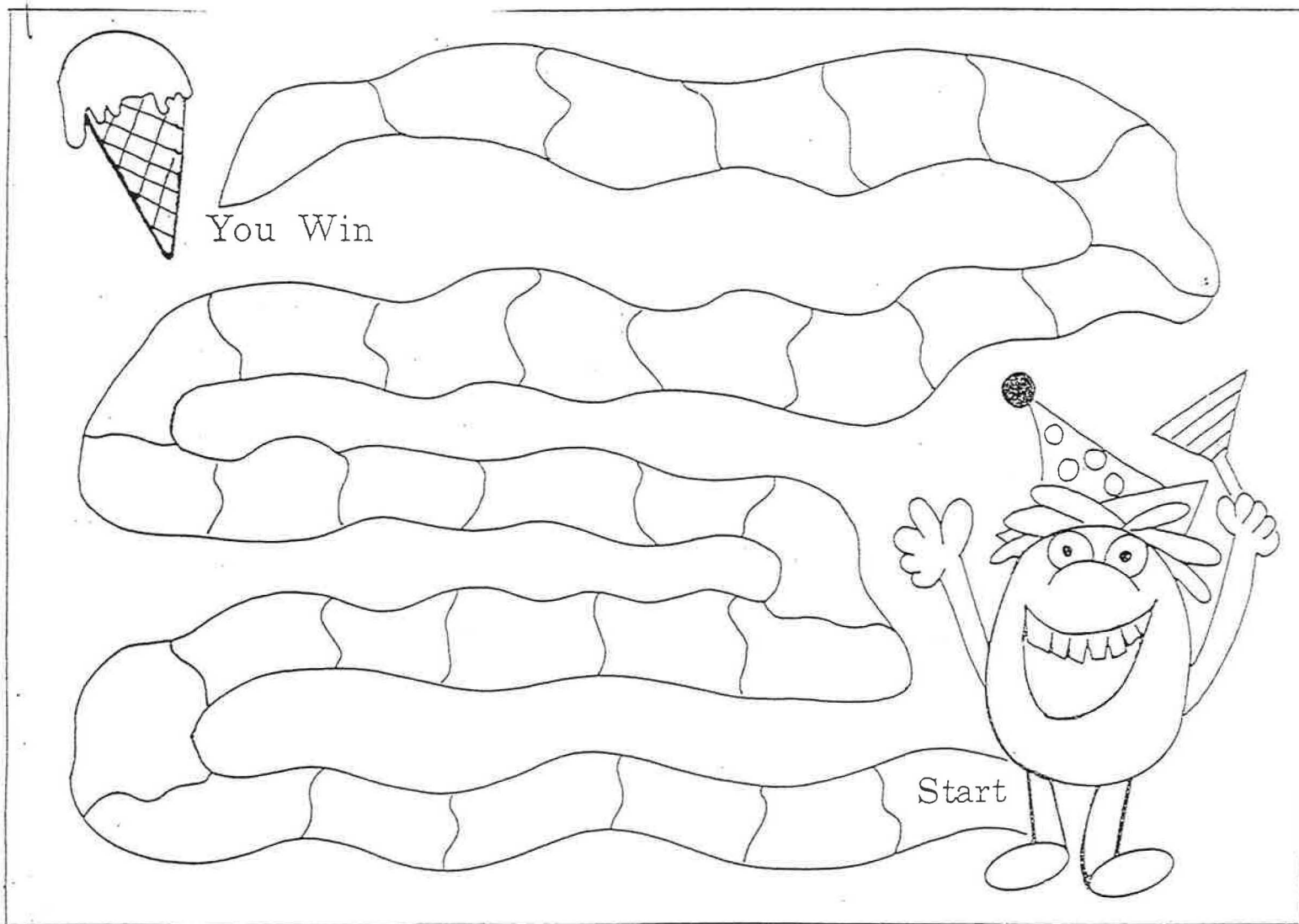


APPENDIX N









Start

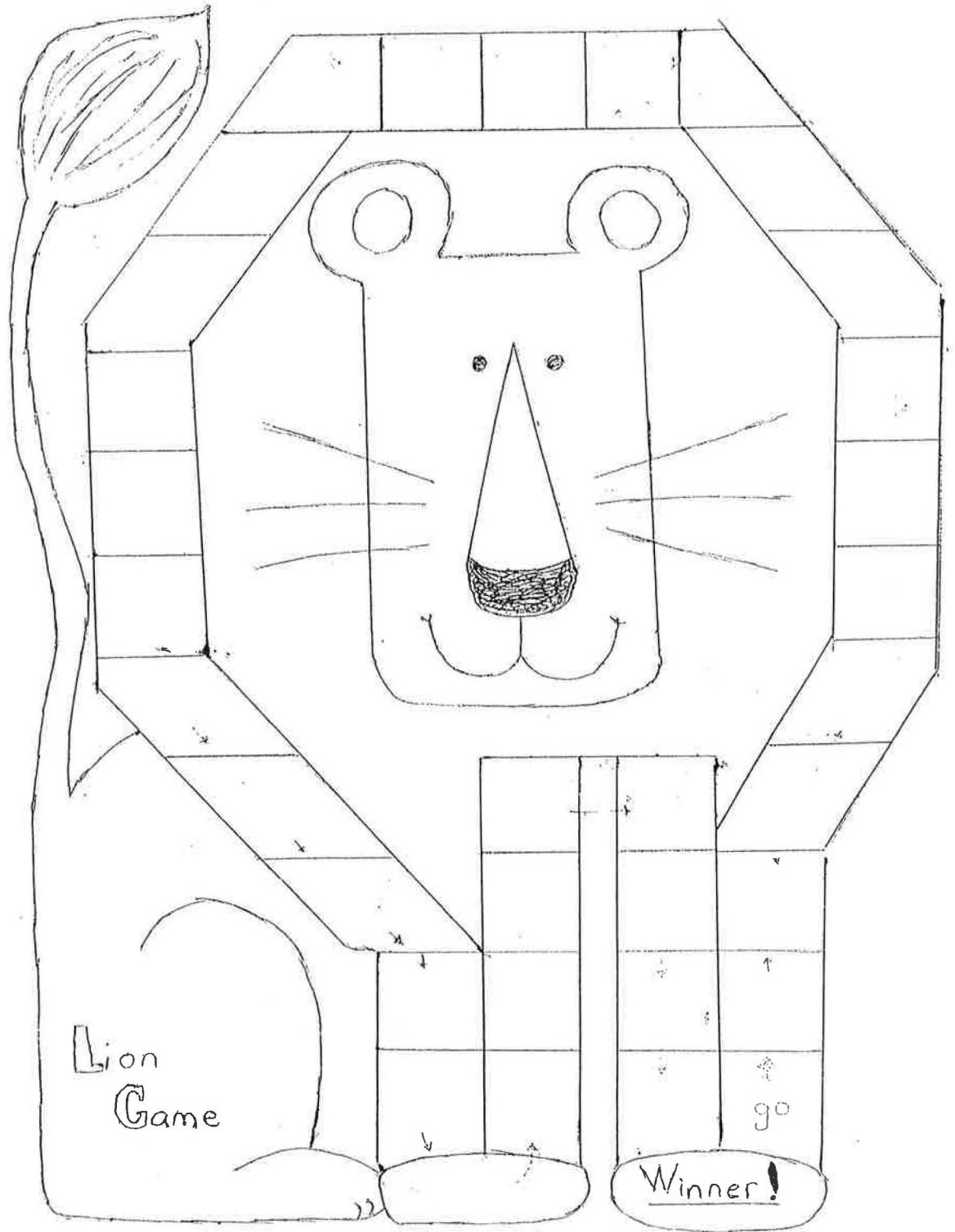
Zap!

Zoom!

Plopi!

Zip

Finish

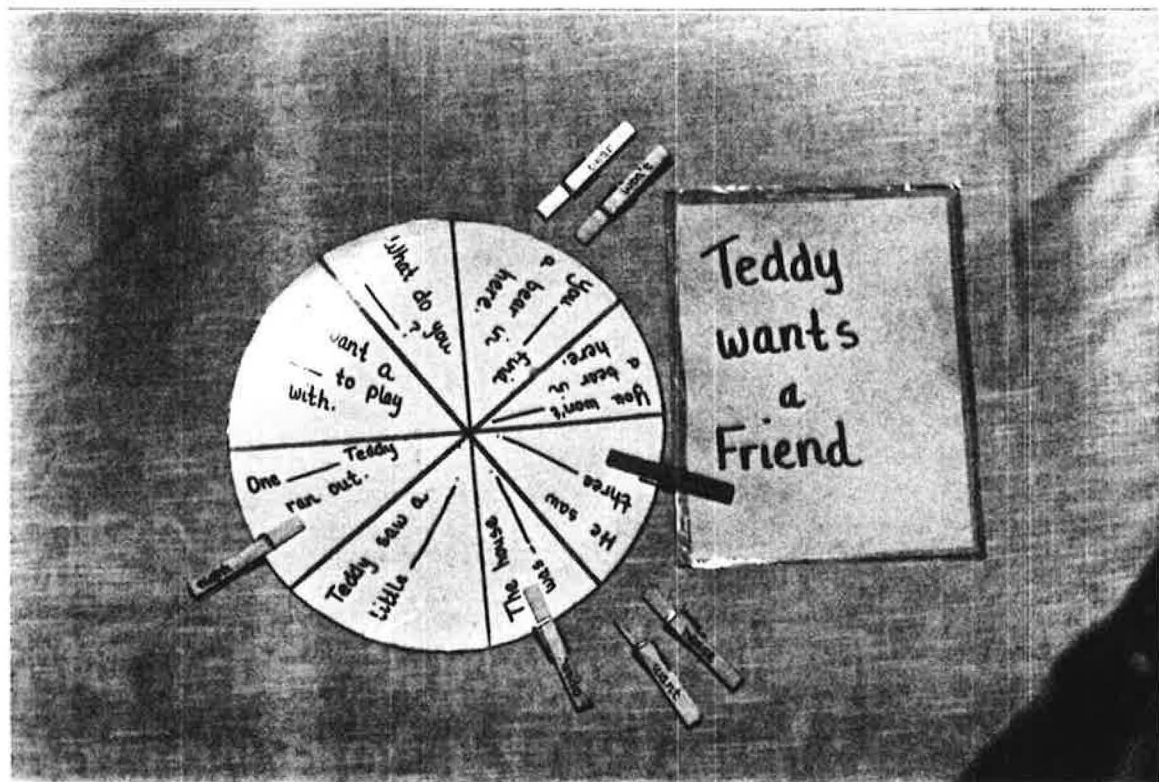


APPENDIX O

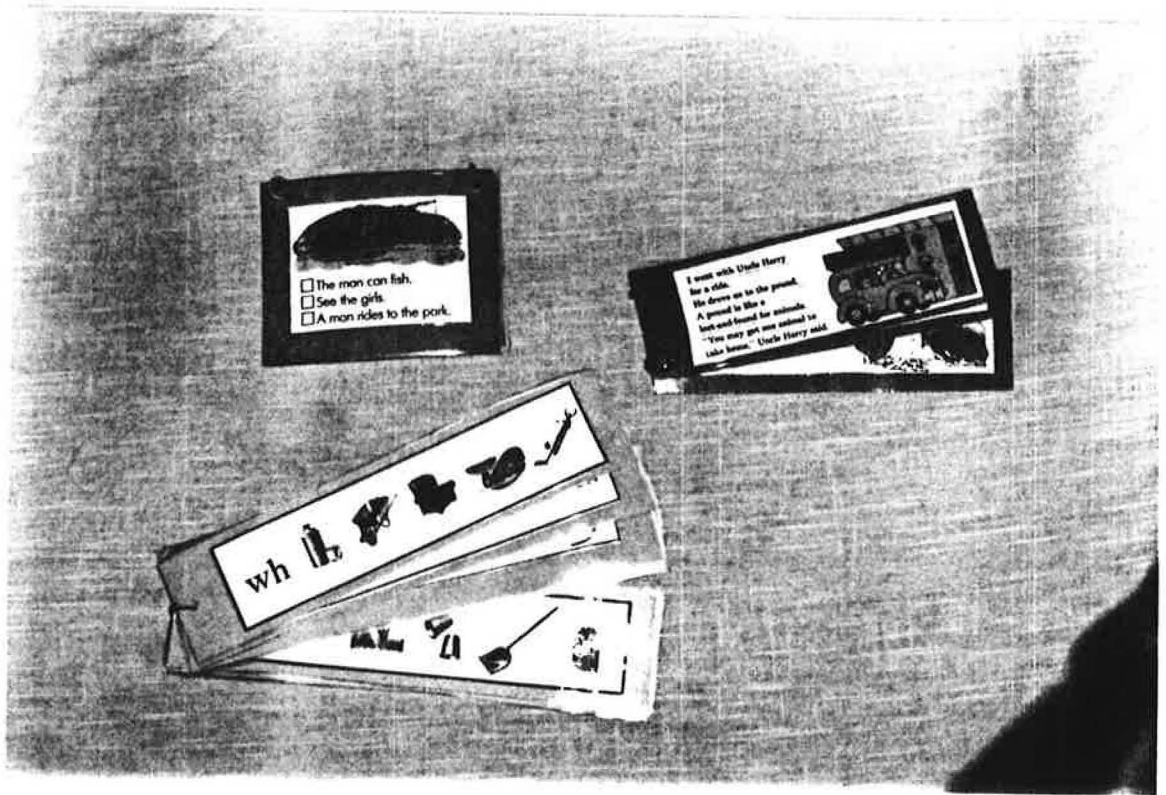
Isn't

Isn't she going to read a book?

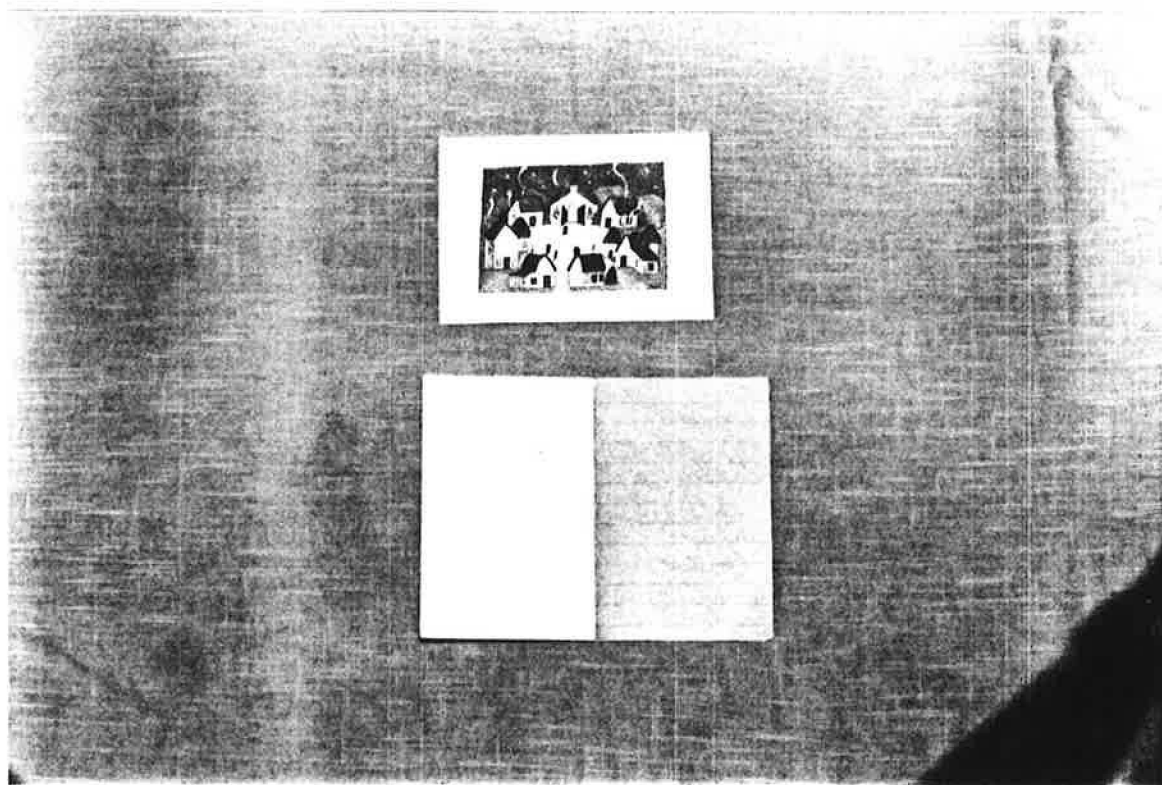
APPENDIX P



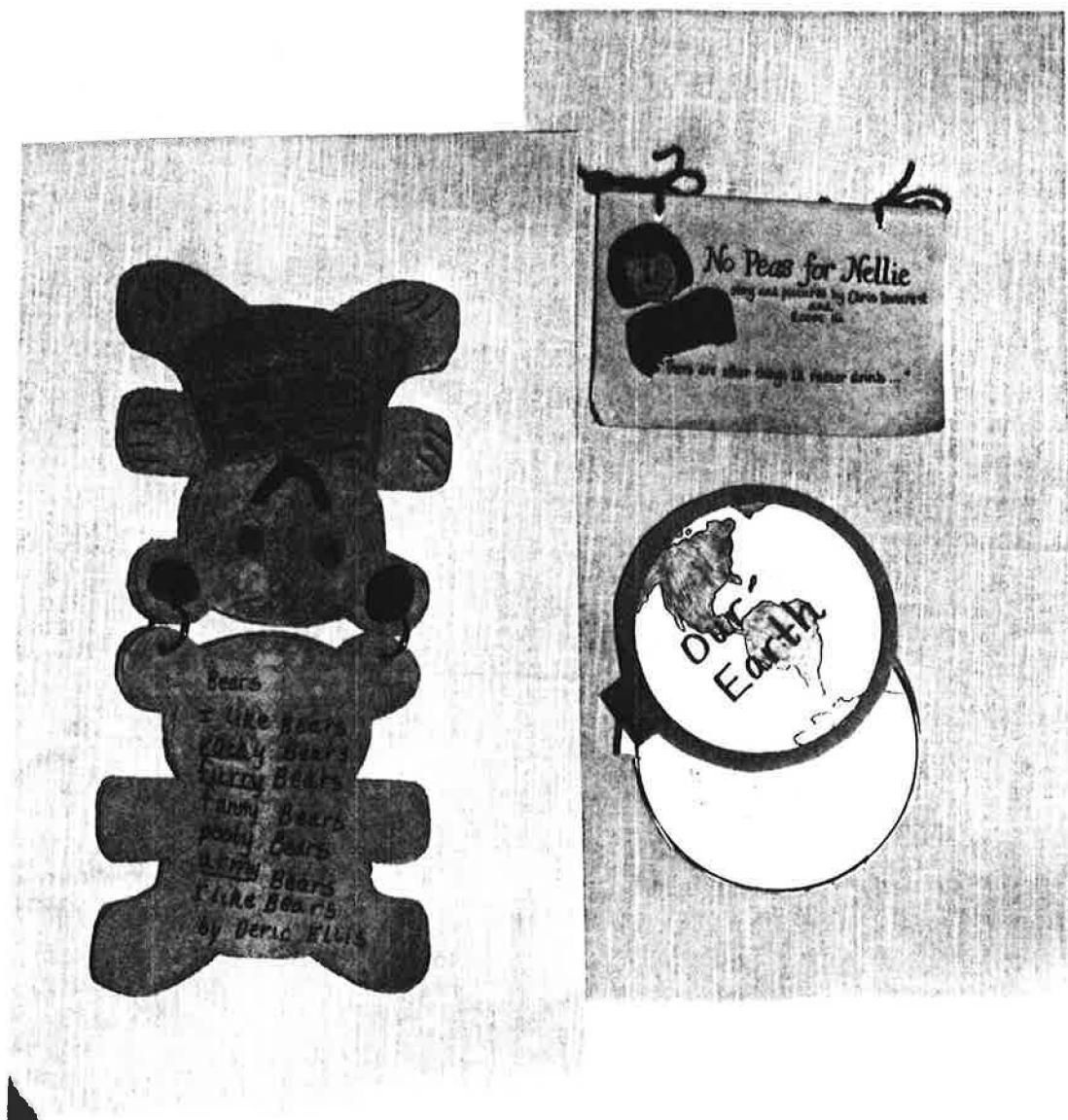
APPENDIX Q



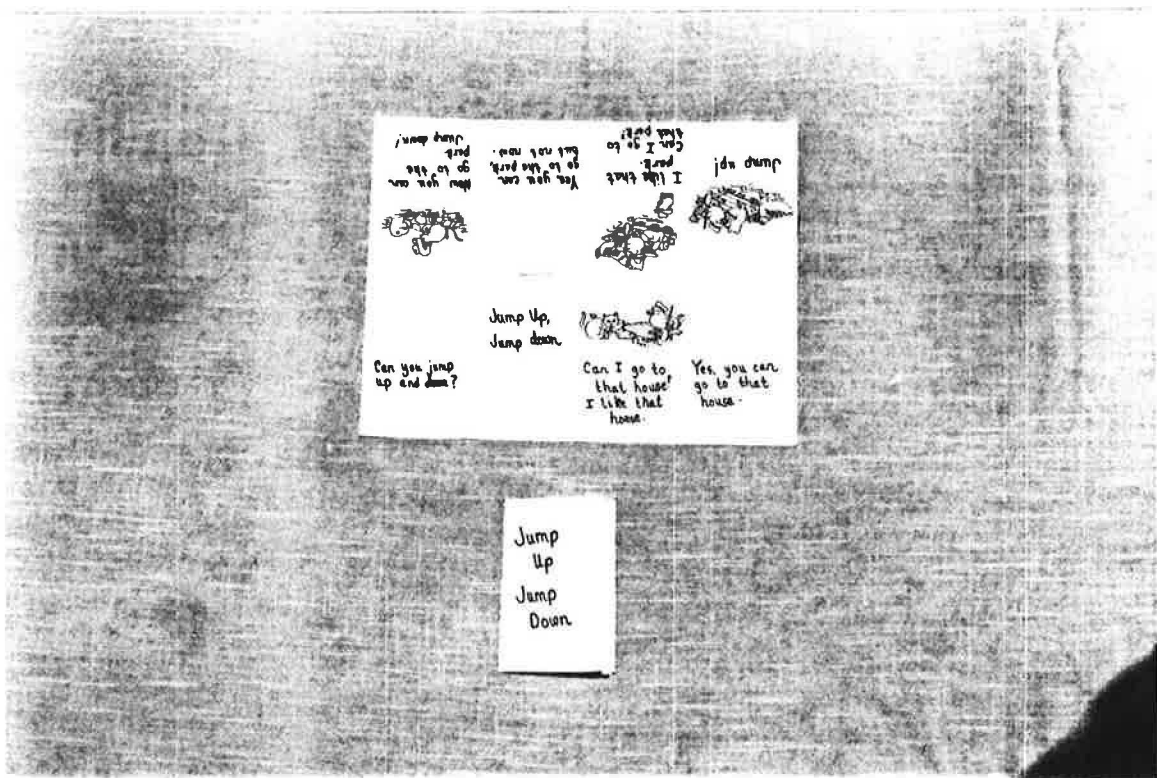
APPENDIX R



APPENDIX S



APPENDIX T



APPENDIX U

STORY DEVELOPMENT

Skill: comprehension about an assigned story

Number of Players: two to five

Materials: Die

Cards: index cards to make comprehension questions which relate directly to the story. Write one question per card. Make approximately 15 cards.

Path: Write 1 question per space on the path. The questions or statements listed below are examples of general questioning strategy statements that can be used for most stories. Due to space limitation the statements were not printed directly on the sample game below.

Comprehension questions or statements.

Name the main characters.

Where did the story take place?

What is the most important thing the main character did?

Who else was in the story?

What was the name of the story?

Did you enjoy the story? Tell why or why not.

Was the story fact or fiction? How do you know?

What was the theme of the story?

What hobbies do you think the characters in the story enjoyed?

What did the others do to help the main character?

List three things that happened in the story.

Did anything happen that was not very believable? What?

Did the setting ever change?

When did the characters probably live? What makes you think so?

Tell something you did not like about the story.

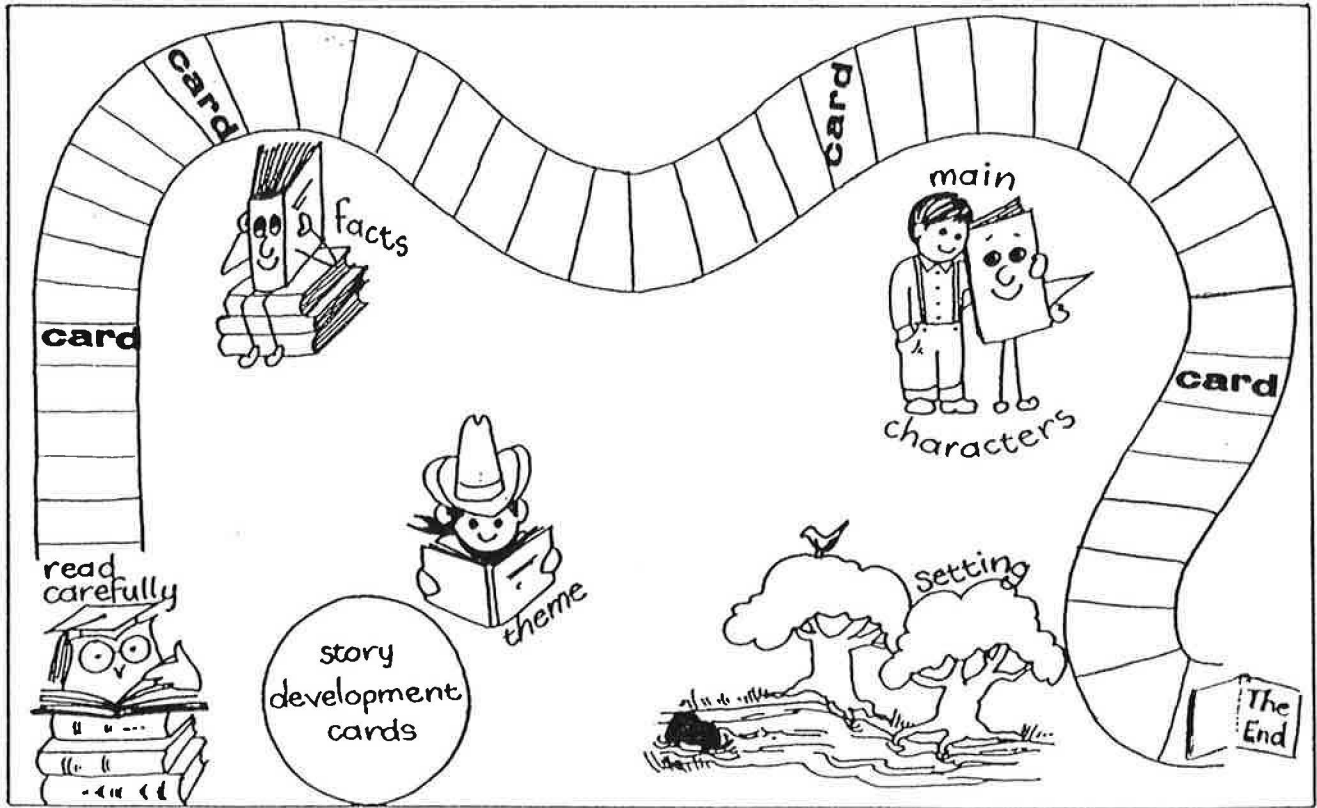
What feelings did the characters show?

Tell a different ending for the story.

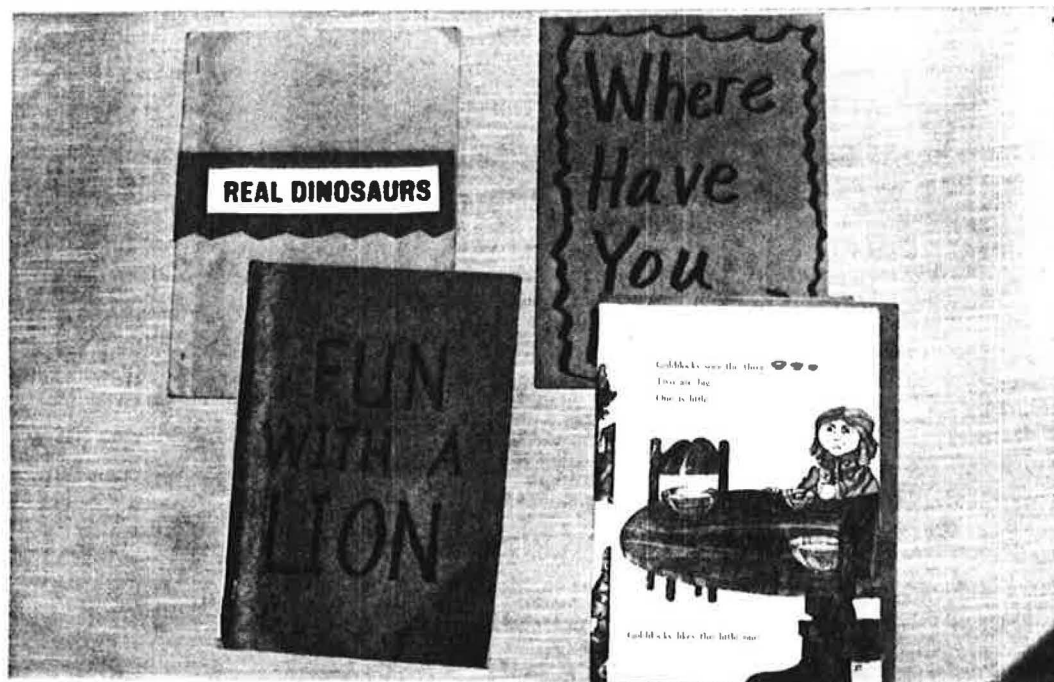
Think and tell another title for this story.

To Play

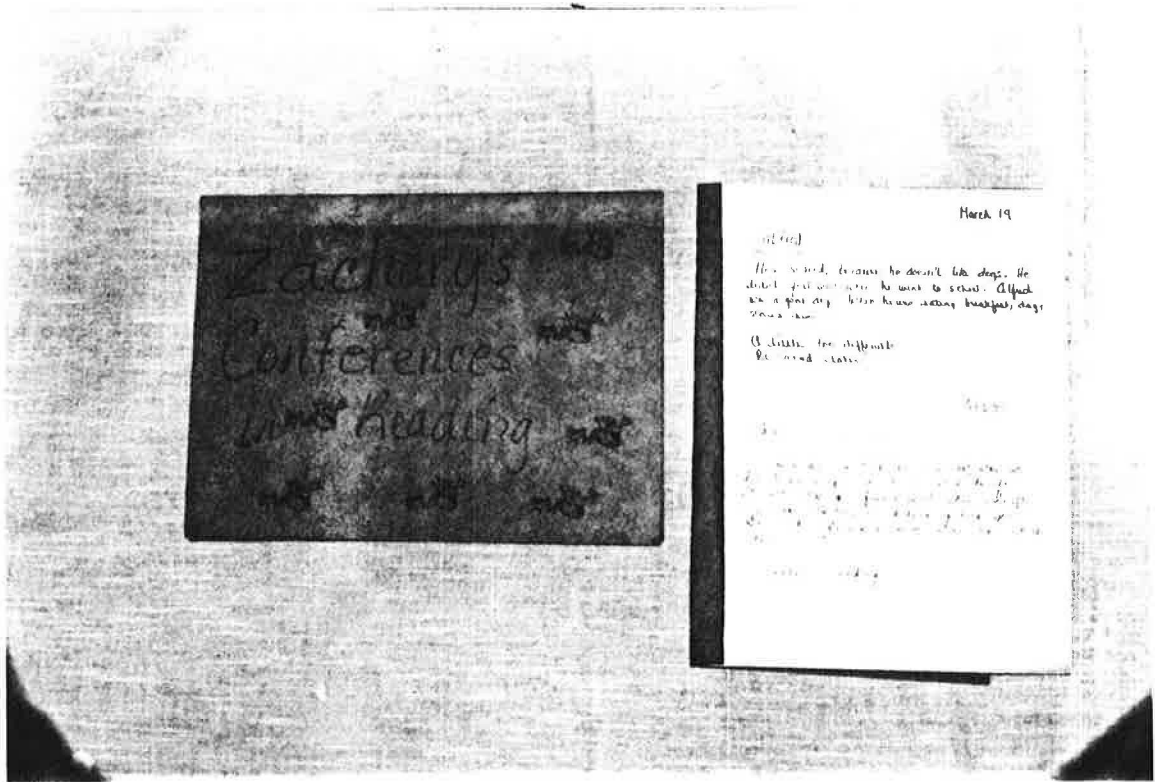
Each player needs a marker to move. The first player rolls a die and moves that number of spaces along the path. He reads and answers the question. Continue taking turns. If a player lands on a CARD space, he must draw a story development card, read the question and answer it. If still incorrect, he returns to his last previous space on the path. The first player to reach the end wins.



APPENDIX V



APPENDIX W



2001
Conferences
in heading

March 19

He is not, because he doesn't like dogs. He
didn't get out of the house to school. All that
was a great day. After he was seeing breakfast, dogs,
and a lot.

Q. What are the different
the word state.

He is not, because he doesn't like dogs. He
didn't get out of the house to school. All that
was a great day. After he was seeing breakfast, dogs,
and a lot.

APPENDIX X

25 WAYS TO SHOW APPRECIATION TO YOUR VOLUNTEER

1. Greet the volunteer by name; encourage students to use the volunteer's name.
2. Try to thank the volunteer personally each day, noting special contributions.
3. Set a time to talk with the volunteer when children are not present; speak briefly each day before departure.
4. Celebrate the volunteers's birthday, and encourage students to write occasional thank-you notes.
5. Use the volunteer's special talents, knowledge and interests in assigning tasks.
6. Give the volunteer increasing responsibilities and more challenging tasks.
7. Share articles and books of mutual interest on child development, learning styles, or content areas in which the volunteer works.
8. Include the volunteer when planning class activities.
9. Include the volunteer in staff meetings and inservice training when appropriate.
10. Send a letter of appreciation.
11. Take the volunteer to lunch.
12. Call or write when the volunteer is absent or ill.
13. Invite experienced volunteers to train newer volunteers.
14. Ask the volunteer coordinator about training which might appeal to the volunteer; can the PTA offer a scholarship so the volunteer can attend conferences or workshops?
15. Write an article on the volunteer's contributions for your volunteer newsletter, school newspaper, or community paper.
16. Ask the volunteer coordinator or school community relations staff person about a feature story on volunteers for the newspaper, radio, or television station.
17. Nominate your volunteer for a volunteer award.
18. Celebrate outstanding contributions or achievements.
19. Commend the volunteer to supervisory staff.
20. Ask volunteers to help evaluate program and suggest improvements.

21. **Help plan a recognition event-an assembly, reception, or luncheon; invite the superintendent, school board, administrators, parents, and community leaders.**
22. **Ask the children to evaluate the performance of volunteers; share their comments with the volunteers.**
23. **Accommodate the volunteer's personal needs and problems.**
24. **Enable the volunteer to grow on the job.**
25. **Write a letter of recommendation when the volunteer requests it.**

NAPE

SOME WAYS FOR SHOWING APPRECIATION AND RECOGNITION

- Give a thank you to volunteers with a smile or a pat on the back.
- A note home with students saying "My volunteers today was "..."
- Cards and letters from students and teachers.
- Having a friendly atmosphere and climate.
- Bulletin boards for volunteers and noting current volunteers.
- A place for volunteers to meet and relax.
- Volunteer name tags.
- Prepared and meaningful assignments for the volunteers.
- Time for communication, friendship, and feedback.
- Mutual show of appreciation between teachers and volunteers.
- Information about volunteers in school newsletters.
- Articles about volunteer activities in newspapers.
- Plaques and certificates for volunteers.

**Volunteer week to honor volunteer.
Coordinating Your School Volunteer Program**

APPENDIX Y

EVALUATION BY VOLUNTEER

1. What are your duties in this classroom?
2. Is this about what you expected to be doing when first contacted?
If not, what are you being asked to do that you had not expected?
3. Do you feel what you are contributing really helps the class?
4. Do the children you work with seem happy to see you?
5. Do you receive proper and complete instructions from the teacher?
6. Are you given too much work? Not enough work to do?
7. Do you feel free to discuss problems with the teacher?
8. Do you feel your help is really needed by the class or the teacher?
9. Do you have any problems as a volunteer which we might be able to help solve?
10. Are there any further comments about the program you would like to make?

Name of Volunteer _____ Date _____
(optional)

EVALUATION
Self-Evaluation for the Volunteer

Have I shared with the teacher my skills and interests which might be useful in my volunteer service?

Do I make suggestions as to how I can be of further help?

Am I effective in helping children who have problems?

Do I make an effort to learn by observing the teacher and children?

Am I discreet and tactful in working with children and teachers, and careful to observe the rules of confidentiality?

Am I able to accept criticism?

When I am unable to come to school do I contact the school promptly?

Am I reliable and prompt?

Do I take advantage of training opportunities to enhance my skills as a school volunteer?

Do I share my enthusiasm for my work at school with friends and community members?

Self-Evaluation for the Teacher

In working with the volunteer, have I:

Utilized the special skills and interests of the volunteer to enrich learning opportunities?

Planned well for the time the volunteer spends with me so that time is well used and the volunteer feels a sense of fulfillment?

Permitted the volunteer to work directly with children in tasks which are rewarding both to the volunteer and to the children ?

Established a system for continuing communication, including a time each week when we can talk together about classroom activities?

Helped the volunteer to learn new skills and take advantage of training opportunities?

Made the volunteer feel that he or she is a valued member of the educational team?

Expressed my appreciation often and made others aware of ways in which the volunteer enhances my efforts as a teacher?

Sought out new activities to involve volunteers?
Effective Involvement of School Volunteers

VOLUNTEER SELF EVALUATION FORM

1. Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
2. Do I give the teacher adequate notice of absences by reporting them to the office before the day begins?
3. Do I realize that my whole purpose for being in the classroom is to assist the teacher in order that the students might progress more rapidly?
4. Do I avoid criticism of the student, teacher, and the school?
5. Do I have good communication with the teacher?
6. Do I try to maintain a friendly attitude towards all?
7. Do I accept criticism and suggestions without becoming emotionally upset?
8. Do I emphasize the times when students behave well and minimize the times when they fail to do so?
9. Do I plan the activity to which I have been assigned thoroughly, haphazardly, or not at all?
10. Do I observe closely so as to know the individual children's likes, dislikes, preferences, enthusiasms, aversions, etc?
11. Do I find opportunities for giving students choices or do I tell them what to do at all times?
12. Do I really listen to what students have to say?
13. Do I give too much help to students rather than allowing them time to think?
14. Do I evaluate myself at intervals?

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CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This project is a compilation of information gathered from a review of literature based on volunteer tutoring with the purpose of supplying activities and materials to classroom teacher in a practical and useful manner that will help in utilizing volunteers as reading tutors in the classroom.

Programs were studied because of their utilization of volunteers. Project Follow Through was selected for study because of its strong parent involvement component. HOSTS and the NAPE were selected because of their innovative recruitment strategies and their present impact on volunteerism in the school system.

Parents, retired and senior citizens, college students, cross-age tutors, and peers were suggested as sources of volunteer tutors in the classroom. Studies on the effectiveness of tutoring utilizing these different sources were reviewed and summaries of these studies are included in this project. The role of the teacher in the utilization of

included in this project. The role of the teacher in the utilization of volunteerism the classroom was also discussed.

Suggestions for the recruitment of volunteers, management techniques to use in the supervision of volunteers, training of volunteers, and ways to retain volunteers are presented in this project. Materials and activities for the volunteers to use with students are included. These materials and activities include silent reading and reading comprehension skill practice, oral reading, contextual clues, games, and language experience activities.

Conclusions

The implementation of volunteers in our schools is making a significant difference in the education of students. However, these significant outcomes do not happen by chance. They are a result of careful planning and training by staff and volunteers.

School volunteer programs succeed when teachers really want help from the school volunteer, and when they and the volunteer become effective co-workers and effective partners in the educational team. Having a volunteer tutor in the classroom cannot guarantee less work or more free time, but it can provide the classroom teacher with

time to listen and respond to students, to individualize instruction, and to meet the unique needs of each learner.

Recommendations

It is important to realize that every teaching situation is unique and the attitudes of teachers and volunteers may vary in different situations. Therefore it is recommended that this project be used as a guide for teachers who are contemplating the use of volunteer tutors in the classroom. The teacher's resourcefulness and ingenuity can bring the needed adjustments to the activities and materials described in this project to meet their particular needs.

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