A TRAINING PACKET FOR TEACHERS AND AIDES
AT WESCONNETT ELEMENTARY SCHOOL

University of North Florida

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Chapter I

Introduction

Teachers today are experiencing situations in which the teacher/student ratio is high, administrative duties are more time consuming, and where discipline problems are requiring a great deal of the teacher's time. Teachers need some assistance within the classroom setting in order to adequately perform the job at hand --that of helping students learn.

"Many Florida school districts have reached the limit of their financial ability to employ paid teacher aides. Therefore, greater attention is being focused upon the addition of non-paid teacher aides, or school volunteers, to the classroom in order to increase the ratio of adults to children" (Department of Education, Tallahassee, Florida, 1976 - P. 3). Consequently, anyone entering a typical elementary school would most probably observe numerous adults working in the classroom other than certified teachers. Volunteers and hired paraprofessionals agree to work in classrooms, and do so usually, with no prior training or experience. Teachers, however, are not always eager to accept these aides. This reluctance may be due, in part, to the lack of training of both parties.

While there may be underlying reasons for not training these personnel, such as lack of funds, lack of a suitable training program, or, simply a belief that a training program
would not be beneficial to those concerned, there are training programs of varying degrees in operation throughout the country for training teachers and aides. For example, Florida law states, "Staff development on the use of both paid and non-paid teacher aides must be made available to teachers, but that certification is no longer contingent upon the training. The law did not define what comprises a training program. (Department of Education, Tallahassee, Florida, 1976 - P. 17).

Other programs of interest are in Lenoir, North Carolina, where tutors are trained specifically what to teach and how to teach it. (Coppock and Templeton, 1974). Another interesting program is one written by M. E. Carl, in which he set forth instructional objectives for inter and intro-personal relationships of teachers and aides and, further, wrote the evaluation activities fore assessing the competencies in each area. (Carl, M. E., 1975). Minneapolis Paraprofessional Program is another program which trains volunteers and aides. (Gartner & Riessman, 1977).

Apparently, then, some administrators do see a need for such training programs and they have determined that training programs would benefit the students being served. Further, the commitment of resources to the hiring of aides would indicate that a training program for these personnel would insure greater and more efficient use of the personnel already hired.

One author states,

"Probably no other position in education is filled by such a broad cross-section
of people from the general population. Nor, filled by people of whom so few entrance requirements in terms of specific skills or academic preparations are expected. Thus, the importance of becoming educated for the tasks to be performed after acceptance of this position, is more magnified. The school has a responsibility for facilitating the pursuance of preparation programs by teacher aides, and encouraging teacher aides to avail themselves of any opportunity provided. It is less than wise to expect non-professional aides to serve efficiently with no formal preparation for the specific tasks they are asked to perform". (Shank and McElroy, 1970, P. 17).

Since there is a need for auxiliary personnel, then, there appears to be a need for a training program for teachers, paid aides, and for volunteers. Therefore, the purpose of this paper is to formulate a pre-service, in-service, and on-the-job training program for these personnel at Wesconnett Elementary School.

Wesconnett Elementary School staff consists of a principal, one secretary, twenty-eight certified teachers, eight paid aides, three custodians, four lunchroom workers, and approximately seventy volunteers. Wesconnett Elementary School is a part of the Duval County School System in Florida, and Florida state law and Duval County guidelines for training teachers, aides, and volunteers must be met.

Duval County is now offering a "Golden School Award" to those schools where eighty percent of the teachers and aides have participated in orientation sessions, where there is a faculty and volunteer coordinator, and where there is docu-
mented evidence of at least two hours of volunteer service per student enrolled.

"The Public Education Act of 1975 stated that Florida School Boards shall make accessible training for all teacher aides who work in the early childhood program. The statute describes district responsibilities toward teacher aides in terms of training:

Each district school board, in cooperation with the Department of Education, shall develop training programs for teacher aides and other personnel who serve in the early childhood and basic skills development program. (230-2311(6) Florida Statute.

In addition, the statute defines training requirements for aides as follows:

A teacher aide shall not be required to hold a teaching certificate but shall be required to attend the training program pursuant to (230.2311(6) Florida Statute"

(Department of Education, Tallahassee, Florida, 1976, p. 17)

Various counties in the state of Florida have published handbooks for volunteers, some of which will be used as references in this paper, but there are no set guidelines on how to conduct the training programs for school personnel and volunteers.

Since there are many aspects of training to be considered when planning a school-based program, and since this particular program will be written specifically for Wesconnett Elementary School, the needs of all program participants must be taken into consideration.

Research has revealed that training programs for teachers
and aides are a must if these personnel are to work together cooperatively and efficiently. The expected results of this program are to enable teachers and aides to work together toward a common goal, that is, to help the students progress socially, emotionally, and academically at a faster pace.

If this program is written to contain all of the necessary components, then the teacher will know how to plan for the aide and the aides will understand their responsibilities and will be able to function with initiative and with confidence.

It is not intended that this be a program which would require a lot of money to administer, but one that will take time, patience, and planning on the part of those people who are interested in helping Wesconnett Elementary School function smoothly and efficiently, and foremost, where the students will gain maximum knowledge in the classroom setting.
Chapter II

Definition of Terms

Paraprofessional - A non-certified person who works with others in some auxiliary capacity within a school.

Parent Volunteer - Any parent who is assisting at an educational institution on a voluntary basis.

School Volunteer - One who is assisting at an educational institution on a voluntary basis.

Individualized Instruction - Instruction which allows students to progress through concepts at their own rate of speed, while receiving some guidance and direction by the teacher.

School Volunteer Program - A framework that has been developed to provide persons to work as volunteers at schools under the direction of teachers and other school district employees in order to strengthen the school program and/or expand it through use of the volunteers' special knowledge and skills.

(Brock, 1976)
Chapter III

Review of Related Literature

The use of aides in public schools began in the 1950's and 1960's as a means for keeping up with booming enrollments. The aides were, and still are in many instances, used primarily to handle paperwork and other time-consuming duties of teachers. They were not utilized directly as a means to help the students learn, as is often the intent now. Consequently, training programs were not as important as they are in today's educational process.

More and more emphasis is being placed on remediation programs for students, and naturally more is being expected of the aide who is to help in this process. This does not imply that aides should not have to perform clerical and housekeeping tasks; after all, teachers are expected to perform such tasks. However, the point to be made is that clerical tasks such as collecting lunch money and determining lunch counts do not require the training and skills that instructional services do. It follows, then, that the use of the title "paraprofessional" came about as a result of this added responsibility. (Coppock and Timpleton, 1974), suggests that the term "paraprofessional" may have a positive psychological effect on aides. It may sound more prestigious since it implies that one is working beside, alongside of, or with others.

One kind of paraprofessional found in schools is the parent volunteer. Henry Brock (1976) states that "A parent
volunteer is any parent who is assisting at an educational institution on a voluntary basis. The parent volunteer need not necessarily have a child in the classroom to which they are assigned. A parent volunteer receives no pay but may perform some of the same duties as paid aides. The school volunteer program is a framework that has been developed to provide persons to work as volunteers at schools under the direction of teachers and other school district employees in order to strengthen the school program and/or expand it through use of the volunteers' special knowledge and skills. (Brock, 1976)

Most of the literature reviewed seems to agree that volunteers should not be excluded in the training process. Some schools utilize the support of parent volunteers, and these volunteers may account for the largest bulk of assistance to the classroom teachers. They, too, will function more adequately with proper training. When parents volunteer their services, most of the time they are not familiar with, or knowledgeable of, grade level curriculum; nor do they have a working knowledge of the way classrooms and schools operate. Misunderstandings and mistakes can usually be avoided if prior training is offered.

Duval County does have a volunteer program and within the 1978-79 school year published two handbooks; one for teachers and one for volunteers. The handbook for teachers
outlines the responsibilities of teachers using volunteers, ways of supervising the volunteers, ways to reward the volunteers ways the teacher can encourage the volunteer to assume responsibilities, and suggestions for the creative uses of volunteers. This handbook also defines categories of tasks for the volunteer. These tasks are categorized as those of instruction-related, non-instructional, clerical, housekeeping, and audio-visual assistance. (Duval County School Board, 1977)

Duval County also published a volunteer handbook. This book is larger in scope and is quite inclusive in that it defines the goals of the school volunteer program, lists the responsibilities of a volunteer, makes suggestions for tutorial tasks, and numerous other helpful hints for the volunteer. (This book will be utilized in the training program for Wesconnett Elementary School). (Duval County School Board, 1978)

Professionals are, or should be, informed of the legal ramifications of teaching school, and certainly are knowledgeable of the curriculum to be taught; yet, they are not prepared to work with paid paraprofessionals or volunteers.

"There are well-defined limits upon the responsibilities assumed by the teacher aide. The current State Board of Education Rules and Regulations for teacher aides are paraphrased below:

Teacher aides always work in an assisting capacity with members of the professional staff"
Teacher aides must work under the supervision and direction of certified school personnel.

Teacher aides cannot legally assume professional teaching duties.

Teacher aides may not set policy.

Teacher aides may not diagnose or prescribe learning.

The services of the teacher aide may not be used to replace the trained, certified classroom teacher by either serving as substitute teachers or relieving teacher overload. (Department of Education, Tallahassee, Florida, 1976)

The School Leadership Digest, as early as 1974, recognized the inadequacies of hiring and/or recruiting paraprofessionals and placing them in the classroom or in other positions with no prior training. This text presents the view that on the first day of school each year thousands of paraprofessionals and teachers meet for the first time. Usually, in such cases neither the paraprofessional nor the teacher is prepared for the meeting and neither knows how to work properly with the other person. This lack of preparation leads to the misuse of both the paraprofessional and the teacher, and this alone can account for teachers often resisting the introduction of aides into their classrooms. Further, teachers who have taught for several years, perhaps in a self-contained class, have never had to share their students with other adults. When faced with working closely with other adults, these teachers sometimes become insecure and fear or resent what they consider to be the intruder. This insecurity may occur because the teacher does not know how to plan for two people. (Coppock and Timpleton, 1974)
Susan Rounds probably best states the situation in the article title itself: "Teacher Aides - Bliss or Blight?" Rounds suggests that organization is the key word. Teachers who spend the time and energy and know how to organize their programs around aides, student teachers, and volunteers will find the results rewarding for both themselves, the aides, and foremost, for the students. (Learning, Vol. 4, 1975, p.90) There is a general feeling that it takes training to be able to do this and that the training should not take place haphazardly. It should be a very systematic training program.

A model for effective aides has been written by M. E. Carl of Portland State University. He states that the effective teacher aide has competencies in human relations instruction, non-instructional tasks, basic skills instruction, and inter-personal and intra-personal relationships. He has set forth instructional objectives for each of these areas and, further, has written the evaluation activities for assessing the competencies in each area. (Carl, 1975) This program appears to be of worth to both the teacher and the aide. It provides opportunities for self-expression for both parties and deals with the affective domain of training programs as well as skills development. It is possible that this program could parallel the typical training programs for aides which stress procedures and routine tasks.
Another aspect of training programs for aides and volunteers which would be given serious emphasis is the legal status of aides and volunteers. The legal status must be clarified. In a study conducted by Shanker and Waldon, Waldon observes:

"In all states, certain tasks may be performed only by certified personnel. The courts have often found that paying non-certified personnel to perform duties considered to be within the province of certified personnel constitutes illegal expenditure of public funds." (Coppock, 1974, P.13)

Writers on the legal status of the schools and paraprofessionals warn districts that they must be aware of the legal implications in the use of aides. School administrators should examine state laws to find where their state stands. (Coppock, 1974)

Minneapolis Public Schools rely heavily on paraprofessionals. Alan Sweet states "the greatest impact on the actual instructional process has been achieved through the introduction of paraprofessionals. The very presence of another adult changes the atmosphere of the classroom. More importantly, it gives teachers and other staff who work with paraprofessionals the means to develop a better delivery system of educational services to students." (Gartner and Riesmann, 1977).

In 1965, when paraprofessionals were first introduced into the Minneapolis school system, the program objectives
were to relieve the teachers of routine clerical and housekeeping tasks, to provide a liaison for the community, and to have another adult in the classroom with whom children could develop a positive relationship. It was not expected that teachers and aides would accomplish these objectives without some semblance of training. A weekly, three-hour, in-service training session was written into the program. Workshops for teachers were conducted using as resource persons the teacher-paraprofessional teams. Also, a summer workshop was held to explore the legal and functional factors in the relationships between teachers, paraprofessionals, and administrators. During the workshop, the legal ramifications were discussed and rules adopted for the clarification of teacher and paraprofessional roles.

It has been emphasized in this report that training is essential if aides and volunteers are to work effectively with teachers.

"Training has been an integral part of the Minneapolis Paraprofessional Program from the beginning. Inherent in the philosophy on which the program was founded is the belief that neighborhood residents have life experiences and cultural understanding that are invaluable to professional faculty and to students. Educational background is less important because skills that are needed for a particular assignment can be acquired through training. Furthermore, training undertaken while actively working with students is more productive and meaningful. The training program
offers a wide variety of training opportunities and involves many different training resources. Every effort is made to provide training for specific job assignments and to meet the needs of individual paraprofessionals.\(^\text{5}\) (Gartner and Riessman, 1977, p. 119)

Teachers' roles have also changed in the Minneapolis School District. These teachers state that they are able to spend more time with students, and they can provide more individualized instruction. They also believe that, because students receive more individual attention, discipline problems diminish.

A study on the use of trained paraprofessions in the Minneapolis School District which was conducted by the Minnesota Department of Education found that, although most teachers, social workers and principals talked about the increased individual attention that paraprofessionals provide for students, less than half stated that children learn more because of their services. A majority did agree that paraprofessionals have a positive effect on students' attitudes toward school and that students' self-concepts are improved because of the increased individual attention and help provided by paraprofessionals. The only research that measured the actual impact of paraprofessionals in the Minneapolis Public Schools showed that students in the kindergarten classrooms where paraprofessionals were present gained significantly more in reading readiness than

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those in classrooms without paraprofessionals. (Gartner and Riessman, 1977).

Throughout the review of the literature concerning the use of aides in school systems, there were very few negative statements. It was discovered that the few negative statements were related to a lack of training on the part of aides and teachers. It appears, then, that educators agree that paraprofessionals are needed, but that they must be trained to serve adequately the educational process.
Chapter IV

Procedures

Realizing that Wesconnett Elementary School employs paraprofessionals and utilizes the services of parent volunteers, and aware of a lack of training for teachers and aides, it was decided that there was a real need for developing a training program for this school. Further, throughout the review of related literature concerning paid and volunteer aides and volunteer programs, it was interesting to note that schools who offer training programs for these personnel felt their staffs functioned more smoothly and efficiently. The immediate task at hand, then, is to sort through the available information and extract components which fulfill the training needs currently identified at Wesconnett Elementary School.

Since there are many aspects of training to be considered when constructing a training program, the needs of the students, teachers and aides will be the primary considerations. Technical, housekeeping, clerical, tutorial and supportive roles, and health care are of major concern. Instructions on planning will be afforded the classroom teacher and inter-personal relationships will be a topic of discussion for both parties.

This training program will follow closely the
suggested guidelines developed by The Florida State Board of Education. The Board suggest four specific training sessions. However, there will be more than four sessions in this particular program. The four sessions suggested are:

- Teacher aide orientation
- Teacher aide pre-service training
- Teacher aide in-service training
- Professional staff orientation and training (Florida State Board of Education)

Materials which are to be used in each training session will be collected and included in the training packet and copies of these materials will be made available to each participant. Time frames will be established for each training session and these dates and times will be listed. However, some of these dates may change once school is in session.

Next, qualified resource personnel will be identified and assigned a time block within the training schedule. Further, a statement will be included as to the responsibilities of each resource person.

Lastly, policy and procedures for the evaluation of the program will be developed. Within the guidelines there will be mention of evaluative criteria, time frames, recognition of personnel, and of those people who will perform evaluations.
This training program will be effective if all available materials are discussed, not distributed and the assumption made that it will be read. Further, once time frames are established they should be adhered to. Finally, in order for any program to be successful, there must be cooperation at all levels of administration and staff.
Chapter V

This chapter contains the training program. It is divided into sections with each section containing all the suggestions and materials for one phase of the program. The pages in this section are not numbered because as the program progresses there will probably be more material which will need to be included.
Section I - How to begin the program

Section II - How to recruit volunteers

Section III - Training session one
   Orientation for aides, volunteers, and faculty

Section IV - Training session two
   For paid aides and volunteers

Section V - Training session three
   For school faculty

Section VI - Training session four
   For paid aides and volunteers

Section VII - Training session five
   For paid aides and volunteers

Section VIII - Training session six
   For paid aides and volunteers

Section IX - Training session seven
   For faculty, aides and volunteers

Section X - Evaluation forms

Section XI - Bibliography
Section I

How to Begin the Program
Section I

How to begin the program:

A. In the spring of the year determine whether or not there is a need for a training program for teachers, paid aides, and volunteers.

1) Gain input about the needs of the school from:
   a) Principal
   b) Parent Volunteer Coordinator
   c) P.T.O. or P.T.A. President
   d) Faculty and Staff of School
   e) Duval County Volunteer Coordinator
   f) Review related literature concerning the use of volunteers and paid aides, and specific training programs already in existence.

B. During the summer months consult with Principal, P.T.O. President, and Volunteer Coordinator for further input about a program for a particular school.

1) Ask questions and keep written notes:
   a) What are the weaknesses of present program?
   b) How can we change present procedures to enhance participation and cooperation?
   c) Who will initiate these changes?

2) Write a training program for teachers, aides, and volunteers.

C. In the fall, recruit volunteers and implement the program.

D. Throughout the school year continue to conduct training sessions and seek input from all participants.
Section II

How to Recruit Volunteers
Section II

HOW TO RECRUIT VOLUNTEERS:

A. Plan an activity for volunteers and school staff
   (See attached copy of letter)

B. Personal contact
   a) Phone calls from faculty
   b) On first day of school mention activities
       and needs
   c) Reminders by way of notes and verbal reminders
       from teachers, principal, and others
   d) Letters from school board
   e) Letters from principal or P.T.O. President

Agenda for social activity:

A. Before dinner

1) Provide name tags for all participants
   (Inform faculty in advance of their
   responsibility to mix with the volun-
   teers and make each volunteer feel
   welcomed).

2) Faculty Coordinator will:
   a) Introduce self and explain responsi-
       bilities
   b) Introduce Principal
   c) Introduce Parent Volunteer Coordinator
   d) Introduce P.T.O. President and P.T.O.
       Board
   e) Introduce and ask P.T.O. Devotion
       Chairman to give devotion.
   f) Give instructions for serving line

B. After dinner

1) Suggest that parents talk to faculty
   members about the volunteer program.

2) Remind parents of first training
   session which will be held on September
   18th, in the school cafeteria at 8 A.M.

3) Distribute application forms and offer
   assistance in filling out forms.

4) Dismiss
September 5, 1979

Dear Parents,

The Duval County School Board has adopted the motto, "Education is a Family Affair". The Wesconnet Elementary School Staff also believes in parental involvement and urge you to become involved with your child's school this year.

This school year we are placing greater emphasis on our school volunteers than we have in the past, and in order to help you feel more comfortable in the school setting, have planned many activities especially for you.

The first activity is a "Get to know each other" social which will be held on Tuesday, September 11, 1979, at 7:30 P.M. in the school cafeteria. In order to eliminate confusion, and since there is limited space, we are requesting that you do not bring your children. We thought it might be fun for each person to bring a covered dish of your choice - meat, vegetable, rolls, salad, or dessert. Beverages will be provided by the Wesconnett P.T.O.

We are looking forward to seeing you on the 11th, and remember -- there are many ways fathers can help out so we hope to see you too!

Sincerely,

Pat Perkins - P.T.O. President
Lynn Breedlove - Volunteer Coor.
B. Gosdeck - Faculty Coordinator
Paid Aide and Volunteer Application

1. Name _______________________________ Age __ Date ________

2. Address: -----------------------------------------------

3. Telephone: (home) ___________________ Office ________

4. Children, ages, and grade they are in _______________________

5. Hobbies/Skills: -----------------------------------------

6. Second Language: ---------------------------------------

7. Check the school level you would prefer:
   K _____ 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ Spec. Ed _____
   P.E. _____ Music _____ Lunchroom _____ Lib. _____ Office _____
   Art _____ Bus Duty _____ Health Room _____ Title I _____

8. Write in Teacher's name you would prefer to work with:
   ______________________________________________________

9. Days and times available: Please fill in chart.
   Hour 8 9 10 11 12 1 2 3
   Mon. __________________________
   Tues. __________________________
   Wed. __________________________
   Thur. __________________________
   Fri. __________________________

THANK YOU FOR YOUR CONCERN IN THE SCHOOL

Coordinators use only: Teacher or position referred to
   ______________________________________________________

Orientation/Training dates __________________________
   ______________________________________________________

(Orienting and Training School Volunteers, Department of Education, Tallahassee, Florida, 1977)
Section III

Training Session One

Orientation for Aides, Volunteers, and Faculty
Section III

Training Session One - Orientation for Aides, Volunteers, and Faculty

Agenda:

A. Faculty Volunteer Coordinator will:

1) Introduce self and describe the responsibilities of the faculty volunteer coordinator. (2 min.)

2) Introduce Mr. Herb Sang, Superintendent of Duval County Public Schools. Responsibility: To emphasize the need for parent participation in the school system. (15 min.)

3) Introduce Mrs. Dee Dee McGinnis, Coordinator of Volunteer Services, Duval County Public Schools. Responsibility: To explain how the volunteer program works and mention "Golden School Award". (10 min.)

4) Introduce Mr. Gerald Benton, Principal of Wesconnett Elementary School. Responsibility: To welcome guests and parents offer his support of the program. (5 min.)

5) Introduce Mrs. Pat Perkins, President of Wesconnett Elementary School P.T.O. Responsibility: Describe her position within the school setting and offer her support of the program. (5 min.)

6) Introduce Mrs. Lynn Breedlove, Parent Volunteer Coordinator, Wesconnett Elementary School. Responsibility: Describe her position as Volunteer Coordinator and to stress the need for recruiting more parent volunteers.

7) Distribute "Volunteer Handbook, We Need You," published by Duval County School Board and suggest that booklet be read from cover to cover and returned to next training session which will be held on September 25th, at 8 A.M. in room 5 at Wesconnett Elementary School. (Enclosed is a copy of the front cover of this booklet)

8) Adjourn meeting for a tour of plant facilities.
Volunteer Handbook

"We need you"

Duval County Schools
Section IV

Training Session Two

For Paid Aides and Volunteers
Section IV

Training Session Two - For paid aides and volunteers

A. The Faculty Volunteer Coordinator will:

1) Welcome aides and volunteers

2) Begin session by asking participants to turn to page 3 of "Volunteer Handbook" which was provided by The Duval County School Board. (See attached copy)

3) Discuss page three and then distribute sheets entitled "Teacher aide - redefined", which was published by Florida State Board of Education. (See attached copy) Discuss this page.

4) Discuss general goals of a school volunteer program. (Page 4 of Duval County Volunteer Handbook).

5) Distribute copy of page entitled "Statutory Requirements Regarding Training for Teacher Aides". (See attached copy)

6) Distribute copy of page entitled "Limits of Responsibility", which was published by Florida State Board of Education and explain the fact that these are not school rules but are state law.

7) Discuss sign-in procedures:
   a) Volunteers must be responsible for signing in and out and the school secretary, Mrs. Martin, should always know where volunteers can be located.
   b) Discuss parking facilities
      1) Park in area in front of cafeteria
      2) Do not park on school premises at any time

8) Discuss lunch and refreshments
   1) Free lunch provided when volunteer works from 9 A.M. until 3 P.M.
   2) A free soft drink provided if volunteer works all morning or all afternoon.

9) Discuss bringing smaller children
   1) It is preferred by the principal and faculty that you do not bring younger children to work because of distractions to you and the students.

10) Adjourn until next training session which will be held on October 3rd at 8 A.M.
WHO IS A SCHOOL VOLUNTEER?

The volunteer is an interested person willing to donate his or her time on a regular basis to work with children in an instructional program in a school. Volunteers can provide excellent supplementary help to the pupils and teachers in our schools. Volunteers may work directly with one or more children in some aspect of the instructional program, or they may work directly with the teacher, thus freeing the teacher for additional instructional activities. At no time does the volunteer take the place of the classroom teacher, the reading teacher, the speech therapist, or the counselor; instead, he or she works closely with them under their guidance and supervision. The personal interest and reinforcement the volunteer provides should make it easier for the students to learn those skills being taught by the teacher.

(Duval County School Board, 1979)
"TEACHER AIDE" REDEFINED

During the previous decade, a large number of paid auxiliary personnel have been hired to assist Florida teachers. These workers have come to be known as "teacher aides". In 1975, however, the parameters of the term "teacher aide" were changed.

The definition of "teacher aide" has taken on a multi-faceted character since the passage of the Public Education Act of 1975 by the Florida Legislature. The term was redefined in two major ways.

First, the teacher aide is now to be "appointed" rather than assigned by the school board (228.042 (25) Florida Statute). Through this process, the teacher aide receives the same legal protection as other professional personnel.

Secondly, the Public Education Act of 1975 broadened the definition of the teacher aide to include both paid and non-paid personnel and a wider spectrum of the local school community. The definition of "teacher aide" in the Florida statute is:

Teacher aides may include parents, foster grandparents, paraprofessionals, students, and others who serve in the classroom as instructional or paraprofessional assistants to the teacher, whether such aides be paid workers or volunteers (228.041 (25) Florida Statute).

(The Emerging Role of the Teacher Aide in Florida Schools, Department of Education, Tallahassee, Florida, P. 1)
THE GENERAL GOALS OF THE
SCHOOL VOLUNTEER PROGRAM

- to provide individualized educational assistance to students;
- to enrich the student's curriculum and, in turn, broaden his or her awareness and experience;
- to relieve the teacher of some non-instructional tasks and duties;
- to improve students' self-evaluation and worth by increasing their opportunity for educational achievement;
- to increase students' self-motivation for learning by providing a positive attitude toward education;
- to encourage the development of self-control and independence in students;
- to provide students with an opportunity to develop social competency;
- to reinforce lesson skills as assigned to student;
- to stimulate community interest, concern and support for the education system;
- to provide an opportunity for interested community members to become involved directly with the educational system and processes;
- to strengthen school-community relations through direct and positive participation in the school;
- to enhance all aspects of the educational process.

(Duval County School Board, 1979)
STATUTORY REQUIREMENTS REGARDING TRAINING

FOR TEACHER AIDES...

The Public Education Act of 1975 stated that Florida School Boards shall make accessible training for all teacher aides who work in the early childhood program. The statute describes district responsibilities toward teacher aides in terms of training:

Each district school board, in cooperation with the Department of Education, shall develop training programs for teacher aides and other personnel who serve in the early childhood and basic skills development program (230.2311(6) Florida Statute).

In addition, the statute defines training requirements for aides as follows:

A teacher aide shall not be required to hold a teaching certificate but shall be required to attend the training program pursuant to (230.2311(6) Florida Statute).

(The Emerging Role of the Teacher Aide in Florida Schools, Department of Education, Tallahassee, Florida, P. 17)
LIMITS OF RESPONSIBILITIES

Note: Copies for Teachers and Aides (Both paid and volunteers)

There are well-defined limits upon the responsibilities assumed by the teacher aide. The current State Board of Education Rules and Regulations* for teacher aides are paraphrased below:

- Teacher aides always work in an assisting capacity with members of the professional staff.
- Teacher aides must work under the supervision and direction of certified school personnel.
- Teacher aides cannot legally assume professional teaching duties.
- Teacher aides may not set policy.
- Teacher aides may not diagnose or prescribe learning.
- The services of the teacher aide may not be used to replace the trained, certified classroom teacher by either serving as substitute teachers or relieving teacher overload.

*Current Rules and Regulations regarding teacher aides may be found in Section 6A.170 of the State Board Rules. These may be obtained from The Department of Education.

(The Emerging Role of the Teacher Aide in Florida Schools, Department of Education, Tallahassee, Florida, P. 5)
NOTE: Volunteers should report to the secretary (Mrs. Martin) before reporting to teachers. This is important because in emergency situations Mrs. Martin will need to know how to locate you.

A sign-in sheet will be posted in each teachers room, the clinic, office, lounge, library, and lunchroom.

Remember - It is your responsibility to sign-in. This will be our only means of accounting for the hours you spend doing volunteer work.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Type of Volunteer Job</th>
<th>Arrived</th>
<th>Left</th>
<th>Total Hours Served</th>
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(Duval County School Board, 1979)
General Rules for Volunteers

1. Volunteers must be responsible for signing in and out.
2. Must park in front of cafeteria or by the playground.
3. Must not bring younger children into the classroom.
4. Free lunch provided when volunteer works from 9 A.M. until 3 P.M.
5. Free soft drink provided if volunteer works from 9 A.M. until 12 Noon or from 12 Noon until 3 P.M.
6. If you have questions please phone Mrs. Martin, secretary at Wesconnett, and ask for:
   
   Mrs. Lynn Breedlove - Parent Volunteer Coordinator
   Mrs. Pat Perkins - P.T.O. President
   Mrs. B. Gosdeck - Faculty/Volunteer Coordinator

Note: There is a strong possibility the above mentioned people will not be available when you phone. Please leave a message for your call to be answered.
Section V
Training Session Three
For School Faculty Only
Section V - Training Session Three - Faculty Only

Agenda:

1. Distribute copies of pages entitled "The School and Its Staff Has a Right To:" and discuss the 'rights' of the teacher.

2. Distribute copies of page entitled "The School and Its Staff Has a Responsibility To:" and discuss the responsibilities of the teacher.

3. Distribute copies of page entitled "Teacher Aide" and discuss the term "teacher aide".

4. Distribute copy of sheet entitled "Statutory Requirements Regarding Training, and discuss the need for training of all personnel.

5. Distribute copy of "Limits of Responsibilities" and discuss the law concerning use of aides.

6. Distribute copy of ideas for recognizing aides and volunteers. (Note: some of these ideas are not applicable to our school but many of the ideas are excellent)

7. Distribute request form for volunteer services and inform faculty this information is needed in order to recruit and place volunteers.

8. Distribute and explain Teacher/Volunteer Planning Sheet. Note: Teachers must plan for the use of an aide in her daily schedule.

9. Question and answer period. Encourage teachers to at least try having an aide in the room and see how it works out.
THE SCHOOL AND ITS STAFF HAS A RIGHT TO:

1. Know that the teacher aide will not go beyond his/her competencies and authority; that the teacher aide will report problem situations that he/she are unable to resolve.

2. Decline acceptance of a prospective teacher aide if the person seems unsuitable for the assignment.

3. Know that the teacher aide will fulfill the assignment as agreed upon or will notify staff sufficiently in advance that he/she cannot complete it.

4. Know that the teacher aide will inform staff of necessary professional and/or specialist service needed by student.

5. Know that the teacher aide will maintain confidentiality; that the aide will respect the student and treat him/her with dignity.

6. Expect the teacher aide to ask for a change in assignment if it is either not meeting his/her needs, or is too demanding.

7. Expect the teacher aide to maintain an open line of communication with staff so they can benefit from the aide's views and experience.

8. Expect stimulation and information from teacher aide to help maximize effectiveness.

9. Release a teacher aide who is unacceptable or whose skills do not fill a need in the school.
(Copies for faculty)

THE SCHOOL AND ITS STAFF HAS A RESPONSIBILITY TO:

1. Accept and respect the teacher aide as a co-worker.

2. Provide orientation and training to motivate the teacher aide and increase the teacher aide's skill in an effort to better meet the needs of students.

3. Use the teacher aide to extend services so more can be done within time and budget limitations.

4. Provide jobs that are meaningful to the teacher aide and commensurate with abilities.

5. Be alert for teacher aides with special needs or talents.

6. Give the prospective teacher aide the same attention in regard to placement as a paid employee; assign him a supervisor.

7. Make it possible for a teacher aide to serve on a trial basis for a specific period.

8. Realistically outline the time, skills, and needs for carrying out the proposed job; do not undersell or oversell the assignment to the teacher aide.

9. Provide an adequate, pleasant work space and clear instructions; if possible, have a place for teacher aides to visit.

10. Accept the teacher aide as part of team, and include the aide in training and relevant staff meetings.

11. Clearly communicate established lines of supervision so the teacher aide knows to whom he/she is responsible.

12. Accept and trust the teacher aide with same respect accorded rest of staff.

13. Explain why a particular task is assigned to a teacher aide.

14. Let the teacher aide know how he/she can function better.

15. Encourage the teacher aide to offer suggestions that will improve the teacher aide program.

16. Help new teacher aides feel accepted by others.
17. Be willing to give up a teacher aide if he/she is no longer performing a useful function or if an appropriate job is not currently open to him/her.

18. Extend appropriate recognition and appreciation to teacher aide.

19. Prepare teachers so that they will welcome and accept the teacher aide assigned to them.

(The Emerging Role of the Teacher Aide, Department of Education, Tallahassee, Florida)
"Teacher Aide" Redefined

During the previous decade, a large number of paid auxiliary personnel have been hired to assist Florida teachers. These workers have come to be known as "teacher aides". In 1975, however, the parameters of the term "teacher aide" were changed.

The definition of "teacher aide" has taken on a multi-faceted character since the passage of the Public Education Act of 1975 by the Florida Legislature. The term was redefined in two major ways.

First, the teacher aide is now to be "appointed" rather than assigned by the school board (228.042 (25) Florida Statute). Through this process, the teacher aide receives the same legal protection as other professional personnel.

Secondly, the Public Education Act of 1975 broadened the definition of the teacher aide to include both paid and non-paid personnel and a wider spectrum of the local school community. The definition of "teacher aide" in the Florida Statute is:

Teacher aides may include parents, foster grandparents, paraprofessionals, students, and others who serve in the classroom as instructional or paraprofessional assistants to the teacher, whether such aides be paid workers or volunteers (228.041 (25) Florida Statute).

(The Emerging Role of the Teacher Aide in Florida Schools, Department of Education, Tallahassee, Florida, P. 1)
STATUTORY REQUIREMENTS REGARDING TRAINING

FOR THE PROFESSIONAL STAFF....

During its 1976 session, the Florida Legislature repealed the portion of the Public Education Act of 1975 which stated that all primary teachers must receive training in the effective use of teacher aides as a requirement for continued certification. The amended law states that staff development on the use of both paid and non-paid teacher aides must be made available to teachers, but that certification is no longer contingent upon the training.

The law did not define what comprises a training program. This section provides some suggestions for the orientation and training of teacher aides and the professional personnel with whom they work.

Ideas for Discussion:

Goals and objectives of the teacher aide program

Legal status of aides

Role and possible uses of teacher aides

Emphasis on the importance of sound interpersonal relationships between aides and staff.

Discuss meaningful evaluations which would improve the teacher aide program.

NOTE OF INTEREST:

After going through a training and orientation period, many teacher aides enter the classroom situation and find a teacher who appears little prepared or willing to accept assistance. To avoid this kind of situation, it is highly advisable that a teacher aide program include training for the professional staff as well as the teacher aides.

Professionals and teacher aides will be working in a team situation which demands a thorough understanding of the purpose and goals of the program, as well as the role each will be expected to play. In addition, assignment flexibility should be built into the program so that both teachers and teacher aides have a choice of where and with whom they work.

(The Emerging Role of the Teacher Aide in Florida Schools, Department of Education, Tallahassee, Florida, P. 21)
LIMITS OF RESPONSIBILITIES

NOTE: Copies for Teachers and Aides (Both paid and volunteers)

There are well-defined limits upon the responsibilities assumed by the teacher aide. The current State Board of Education Rules and Regulations* for teacher aides are paraphrased below:

- Teacher aides always work in an assisting capacity with members of the professional staff.
- Teacher aides must work under the supervision and direction of certified school personnel.
- Teacher aides cannot legally assume professional teaching duties.
- Teacher aides may not set policy.
- Teacher aides may not diagnose or prescribe learning.
- The services of the teacher aide may not be used to replace the trained, certified classroom teacher by either serving as substitute teachers or relieving teacher overload.

*Current Rules and Regulations regarding teacher aides may be found in Section 6A.170 of the State Board Rules. These may be obtained from the Department of Education.

(The Emerging Role of the Teacher Aide in Florida Schools, Department of Education, Tallahassee, Florida, P. 5)
101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

1. Smile
2. Put up a volunteer suggestion box
3. Treat to a soda
4. Reimburse assignment-related expenses
5. Ask for a report
6. Send a birthday card
7. Arrange for discounts
8. Give service stripes
9. Maintain a coffee bar
10. Plan annual ceremonial occasions
11. Invite to staff meeting
12. Recognize personal needs and problems
13. Accommodate personal needs and problems
14. Be pleasant
15. Use in an emergency situation
16. Provide a baby sitter
17. Post Honor Roll in reception area
18. Respect their wishes
19. Give informal teas
20. Keep challenging them
21. Send a Thanksgiving Day card to the volunteer's family
22. Provide a nursery
23. Say "Good Morning"
24. Greet by name
25. Provide good pre-service training
26. Help develop self-confidence
27. Award plaques to sponsoring group
28. Take time to explain fully
29. Be verbal
30. Motivate agency VIP's to converse with them
31. Hold rap sessions
32. Give additional responsibility
33. Afford participation in team planning
34. Respect sensitivities
35. Enable to grow on the job
36. Enable to grow out of the job
37. Send newsworthy information to media
38. Have wine and cheese tasting parties
39. Ask client-patient to evaluate their work-service
40. Say "Good Afternoon"
41. Create pleasant surroundings
42. Welcome to staff coffee breaks
43. Enlist to train other volunteers
44. Have a public reception
45. Take time to talk
46. Defend against hostile or negative staff
47. Make good plans
48. Command to supervisory staff
49. Send a valentine
50. Make thorough pre-arrangements
51. Persuade "personnel" to equate volunteer experience with work experience
52. Admit a partnership with paid staff
53. Recommend to prospective employer
54. Provide scholarships to volunteer conferences or workshops
55. Offer advocacy roles
56. Utilize as consultants
57. Write them thank you notes
58. Invite participation in policy formulation
59. Surprise with coffee and cake
60. Celebrate outstanding projects and achievements
61. Nominate for volunteer awards
62. Have a "Presidents Day" for new presidents of sponsoring groups
63. Carefully match volunteer with job
64. Praise them to their friends
65. Provide substantive in-service training
66. Provide useful tools in good working condition
67. Say "Good Night"
68. Plan staff & volunteer social events
69. Be a real person
70. Rent billboard space for public laudation
71. Accept their individuality
72. Provide opportunities for conferences and evaluation
73. Identify age groups
74. Maintain meaningful file
75. Send impromptu fun cards
76. Plan occasional extravaganzas
77. Instigate client planned surprises
78. Utilize purchased newspaper space
79. Promote a "Volunteer-of-the-Month" program
80. Send letter of appreciation to employer
81. Plan a "Recognition Edition" of the agency newsletter
82. Color code name tags to indicate particular achievements (hours, years, unit, etc.)
83. Send commendatory letters to prominent public figures
85. Say "we missed you"
86. Praise the sponsoring group or club
87. Promote staff smiles
88. Facilitate personal maturation
89. Distinguish between groups and individuals in the group
90. Maintain safe working conditions
91. Adequately orientate
92. Award special citations for extraordinary achievements
93. Fully indoctrinate regarding the agency
94. Send Christmas cards
95. Be familiar with the details of assignments
96. Conduct community-wide cooperative, inter-agency recognition events
97. Plan a theater party
98. Attend a sports event
99. Have a picnic
100. Say "Thank You"
101. Smile
REQUEST FOR VOLUNTEER SERVICES

Do you wish school volunteer services? Yes___ No___

Total hours per week________

In what areas are you interested in utilizing volunteers?

_________ Tutoring in specific areas - English--Reading
            Social Studies--Science
            Math--Spelling---

_________ Help supervise class while teacher works with
            individual children

_________ Read stories to children

_________ Work with individual children

_________ Work with small groups of children

_________ Clerical tasks

_________ Make instructional materials

_________ Go on field trips

_________ Other (Please specify below)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name__________________________________________

Grade__________________________________________

(Recruiting Volunteers, Department of Education, Tallahassee, Florida, 1977)
TEACHER/VOLUNTEER PLANNING SHEET

NAME OF VOLUNTEER ____________________________ TEACHER ____________________________

NAME OF STUDENT(S) ________________________________________________________________

________________________________________________________________________________

SKILLS TO BE PRACTICED ________________________________

________________________________________________________________________________

TIME BLOCK ________________________________

MATERIALS TO BE USED ________________________________

________________________________________________________________________________

PROCEDURES TO BE FOLLOWED ________________________________

________________________________________________________________________________

COMMENTS BY VOLUNTEER / AIDES ________________________________

________________________________________________________________________________

(School Volunteer Program, Up, Up and Away!, Dade County Public Schools, Miami, Florida, 1976)
Section VI
Training Session Four
For Paid Aides and Volunteers
Section VI - Training Session Four - For Paid Aides & Volunteers

Agenda:

1. Play Cooperation Squares Game (See attached copies)
2. Distribute and discuss page entitled, "As a Volunteer"
3. Distribute and discuss the traits of the outstanding volunteer.
4. Distribute and discuss the responsibilities of an aide and volunteer. (Allow time for questions and answers)
5. Distribute list of volunteer job categories and briefly describe the job descriptions.
6. Show the award which is presented by The Duval County School Board and other incentives provided by the P.T.O. for volunteers.
7. Distribute and discuss sheet entitled, "Volunteer/Teacher Relationship".
8. Distribute and discuss sheet entitled, "Volunteer/School Relationships".
9. Distribute and discuss school checklist for volunteers. (Review each item)
10. Adjourn until next training session. (Stress the importance of attending each training session.)
COOPERATION SQUARES GAME

PURPOSE:
To become more sensitive to how one's behavior may help or hinder joint problem solving.

MATERIALS:
Set of squares and instruction sheet for each five participants, table for each five participants, stiff paper, envelopes.

PREPLANNING:
Before the session, the Volunteer Resource person or other selected leader should prepare a set of squares and an instruction sheet for each five participants. (See reference sheet A and B)

PROCEDURE:
1. Divide the participants into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet.

2. Ask that the envelopes be opened only on signal.

3. The Volunteer Resource Person or selected leader should begin the exercise by asking what cooperation means. List on the board the requirements for cooperation:
   - Everyone has to understand the problem.
   - Everyone needs to believe that he can help.
   - Instructions need to be clear.
   - Everyone needs to think of the other person as well as himself.

4. Describe the experiment as a puzzle that can only be solved with cooperation. Read the instructions aloud, point out that each table has a reference copy, then give the signal to open the envelopes.

5. When all or most of the groups have finished, call time and discuss the experience. Ask such questions as:
   - How did you feel when someone held a piece of the puzzle and you did not see the solution?
   - What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem.
   - How did you feel about breaking up your square?
   - How did you feel about the person who was slow at seeing the solution?
   - Was there a climate that helped or hindered?

(Cont')
COOPERATION SQUARES GAME (Continued)

REFERENCE SHEET B

INSTRUCTIONS

Each participant should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

These are the rules:

1. No member may speak.

2. No member may ask for a card or in any way signal that he wants one.

3. Members may give cards to others.

(Using the Services of a School Volunteer, Department of Education, Tallahassee, Florida, 1971) Educational reproduction permitted under NTL copyright.)
A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6"x6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A--i, h, e
B--a,a,a,c
C--a,j
D--d,f
E--g,b,f,c

Erase the small letters and write instead the envelope letter A through E, so that the pieces can be easily returned for reuse.

By using multiples of three inches, several combinations will form one or two squares. Only one combination will form five 6"x6" squares.
As a volunteer you are joining a team of educators who are seeking better ways to help the children of Duval County. In your respective school you will be working with the principal, teacher, teacher aides, and the volunteer coordinator.

As a volunteer you will be assisting the school staff on a regular basis to provide the best possible educational experiences for each child. Your contribution is important and will become an important part of the total effort.

The principal is the administrative and instructional leader of the school. Under his guidance, the school staff, including volunteers, work to meet the needs of the students. Therefore, depending upon the school in which you serve, the scope of your activities will vary. The principal will help orient you to the school, its policies, and procedures; he is the key person in the school.

The volunteer coordinator (liaison) is a person in the school identified by the principal as being the resource person for you, the volunteer, as you work in your school. He/she is ready to assist you whenever possible. The coordinator acts as a liaison (1) between the volunteer and the professional staff of the school and (2) between the volunteer and the county-wide school volunteer office.

Volunteering in a school is an experience and a privilege for both the school and the volunteer. The program is designed to promote and maintain a supportive relationship for students, teachers and the school staff.

Remember:

Be Honest...in your approach and attitude. Honesty 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. Everyone has on/off days and this needs to be considered in working with students.

Be Consistent...in your dealings with 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.

(VIPS, School Board of Polk County, Florida, Bartow, 1977-78)
THE OUTSTANDING VOLUNTEER

Is regular and continuous in attendance.

Knows and conforms to school regulations.

Accepts assignments made by staff members.

Discusses problems that arise with the teacher or with the coordinator.

Knows that nearly every task performed in a school is important in the education of children.

Knows the volunteer's relationship to staff members is one which requires mutual respect and confidence.

Knows the importance of the volunteer's role as an example to the children in behavior, speech and dress.

Realizes that school records and the relationships between staff members and children are confidential matters.

Understands and appreciates the work of the school staff and informs the community.

Knows his personal contribution to the education of children is a fine example of an interested and informed citizen serving a good cause.

Remembers that often reaching a child is as important as teaching!

"The only ones among you who will be really happy are those who sought and found how to serve."

Albert Schweitzer

(VIPS, School Board of Polk County, Florida, Bartow, 1977-78)
WHAT ARE THE RESPONSIBILITIES OF A VOLUNTEER?

1. Be willing to learn and accept supervision; meet with the teacher or staff member you will be working with.

2. Make it your first aim to become friends with the student or students.

3. Relax and be yourself; keep a sense of humor.

4. If you are going to miss a session, call the school and have a message relayed to the student as soon as possible. This will mean so much to the student.

5. Do not accept this responsibility lightly. Teachers will have planned for you; your student is dependent upon you. Volunteer for only the time you can realistically expect to fulfill.

6. Remember that you are acting as a role model for your student. You should dress and act appropriately.

7. Be punctual and sign in. You are performing an invaluable service when volunteering to help a child. Help the administrators and staff keep the necessary records that attend any school program by signing in. This also allows the office to know who is working in the building and where to find the volunteer in case of an emergency.

8. Become familiar with school and classroom policies.

9. Keep school talk and observations confidential. When you come into a school, you are bound to hear privileged information. Respect the child's confidences and accept him/her as he is.

10. Avoid "don't" and "no". Try to be very positive. If you view the child as capable of learning, he will also perceive himself as capable and worthy.

11. Keep talking to a minimum with teacher. If you make an observation about a child that you feel the teacher should know, write a note or make an appointment to speak with the teacher during his/her free time.

12. Avoid disciplining. Refer problems to the staff.

13. Recognize that the volunteer's relationship with staff members is one which requires mutual respect.

14. Share any problems you encounter with the Volunteer Chairman or the teacher with whom you work. You must be happy in your work; if you are not, there are many other situations which might suit you better. The needs are too great for us not to try to make a pleasant workable situation.

15. Be patient. Children learn at different rates and in different ways. Any sign of progress, as little as it might be, will be your greatest reward.
VOLUNTEER JOB CATEGORIES

1. **Classroom Assistant:**
   Performs clerical, tutorial, and teacher reinforcement tasks under the direction of the classroom teacher, thus allowing teachers more professional time to spend with their classes and individual students.

2. **Arts and Crafts Assistant:**
   Works with art or classroom teachers to help students develop their creativity. The volunteer provides many opportunities for students to discover and develop their abilities to the fullest.

3. **Audio-Visual Aide:**
   Inventories, stores, performs simple maintenance tasks, and operates audio-visual equipment; prepares audio-visual aids under teacher's direction.

4. **Clinic Assistant:**
   Works under direction of principal to meet the health needs of students. The volunteer may assist in routine vision and hearing screening. They will assist students and keep records of services rendered to students sent to the clinic.

5. **Language Arts/Reading Tutor:**
   Assists the classroom teacher or special reading teacher in extending the language skills of listening, speaking, reading, and writing. The volunteer may assist the teacher in areas by reading stories to individuals or small groups, guiding students to do free reading or giving individual help to students.

6. **Math Tutor:**
   Works with the classroom teacher or math teacher to provide individual help to some students.

7. **Physical Education Assistant:**
   Assists the classroom or physical education teacher in providing a wider variety of experiences for students through physical education. The volunteer serves as an educational materials assistant who prepares materials for instruction, or assists in demonstrating skills or assists individual students.

8. **Bi-lingual Assistant/Interpreter:**
   Assists in establishing effective written and oral communication between non-English speaking parents and students who need assistance in a language other than English.

9. **Special Activities Volunteer:**
   Performs important support as needed for a special project. This could include serving on Ad Hoc committees, PTA/PTO, or Advisory Boards; assisting with fine arts, career fairs, field trips, and/or school-sponsored activities.

10. **Exceptional Education Assistant:**
    Works with the teacher to assist in many individual needs of exceptional students.
11. **Library Aide:**
Works with the school librarian to assist in operating the library. Shelving, filing, clipping, circulation, and book processing are some of the tasks the volunteer may perform.

12. **Field Trip Assistant:**
Assists on field trips or excursions to cultural events.

13. **Special Enrichment:**
Speaks to classes or groups on topics related to occupations or community interest. Those volunteers may be businessmen, doctors, lawyers, firemen, policemen, etc. Based on their careers, hobbies, or interests, they provide enriching experiences for classrooms, small groups, or assemblies.

14. **Bus Attendant:**
Supervises loading and unloading of school buses at the beginning and ending of the school day. They may be asked to ride buses transporting very young riders.

15. **School Lunchroom Assistant:**
Supervises lunchroom according to school practices during lunch periods, help maintain order, helps children when assistance is needed, and works with administration and teachers to improve procedures.

16. **General School Aide:**
Performs a variety of school duties as assigned by staff member; may assist at doors, in halls, office, bookstore, library, clinic, classroom, but is not assigned to a single station.

17. **School Hospitality Person:**
Receives parents who visit the school and gives directions. May assist by giving general information.
The Duval County School Board
Office of Superintendent

Whereas ________________________________ has served faithfully and loyally, and with great self-sacrifice and personal effort as a volunteer school worker this certificate is awarded in recognition of meritorious service to the Duval County Public Schools.

In Witness Whereof, your services are gratefully acknowledged. Given at Jacksonville, Florida, this __________ day of ____________________ 19__

DUVAL COUNTY SCHOOL BOARD

Signature Removed  Signature Removed  Signature Removed

CHAIRMAN OF THE BOARD  SUPERINTENDENT OF SCHOOLS  PRINCIPAL
VOLUNTEER/TEACHER RELATIONSHIP

In order to become a working team with the teacher you should:

1. Establish a good firm working relationship.

2. Discuss the level of class, special help needed for students, time at which teacher needs assistance most, and areas and goals that the teacher is pursuing.

3. Always address the teacher as Mr. or Mrs. or Ms.

4. Come to the classes at the time and day pre-arranged with the teacher. He/she will have changed their work schedule to include you. Also, the student will be relying on your arrival.

5. Be warm, friendly, and courteous at all times. Remember, teachers have good and bad days, worries and frustrations, and these are bound to show up in some way.

6. Never disagree with the teacher in front of students or let the students play you against each other.

7. Be flexible, ready to do all sorts of assisting. However menial the job, it is of great assistance to the school.

8. Keep channels of communication honest and open. Do not harbor resentment. If there is a problem, speak about it to the teacher or volunteer coordinator.

9. Let the teacher know if you have discovered a serious problem or handicap that may affect the child's work.

10. Be willing to receive direction and supervision from the teacher or other members of the school staff.

11. Support the teacher, expand his or her services, be an extra pair of arms, legs or eyes. You are not there to supplant him/her.

12. Make sure the teacher in charge of the activity is aware of your plan of action and approves of it.

13. Identify appropriate classroom behavior that the teacher wishes to reinforce and work with the teacher to this end.

14. Do not run to the teacher with small questions or complaints all through the lesson; check before class and ask questions later.

15. Do not be afraid to ask questions.

(VIPS, School Board of Polk County, Florida, Bartow, 1977-78)
VOLUNTEER/SCHOOL RELATIONSHIPS

1. Do follow the proper channels within the school - no one appreciates side-stepping, or going over heads, even unintentionally.

2. Do not criticize the school or teachers out of the school. Remember, there will be personality differences. If there is a misunderstanding, clear it by communicating to the people concerned.

3. Never give information about the children to anyone except the teacher of the class or the guidance counselor.

4. Do not pry into a child's private life. If they want to tell you, do not pass judgement on what they say.

5. Make sure you know the school rules and regulations; it is important that you abide by them to set a good example.

6. Make sure you notify the school if you must be absent so the teacher will know how to plan.

7. Do not give first aid or any medication to a student.

8. If there are any cliques or professional organization disputes in the school, do not become involved.

9. Remember, you are a guest in the school and an ambassador of good school/community relationships; this is an important role.

(VIPS, School Board of Polk County, Florida, Bartow, 1977-78)
SCHOOL CHECKLIST FOR VOLUNTEERS

___ I have completed an application form.
___ I have participated in an orientation session.
___ I know where I am to report to work.
___ I know the hours the school is open.
___ I have met the school principal.
___ I have had a conference with my cooperating teacher/school coordinator of volunteers.
___ I am familiar with the school plant.
___ I know where the sign-in sheet is located
___ I know the school fire drill procedures.
___ I know the safety rules.
___ I know what to do in case of an emergency.
___ I know the discipline policy in this school.
___ I have been provided with a specific place to work.
___ I have background information on students and/or staff.
___ I have been shown where materials are located.
___ I have received additional inservice training.

(Reprinted from For You the School Volunteer, Broward County School Volunteer Program)
Section VII
Training Session Five
For Paid Aides and Volunteers
Section VII - Training Session Five - For Aides and Volunteers

Agenda:

1. Distribute and discuss pages entitled "What makes A Student".

2. Discuss the characteristics of the disadvantaged and culturally deprived underachiever.

3. Distribute and discuss page entitled "Getting Along With Students", and page entitled "Relationships With Students".
WHAT MAKES A STUDENT?

As you begin your work with children, the following characteristics will be observable. Becoming aware of these characteristics will assist you in understanding particular student behavior and becoming a more effective tutor.

1. Five-year olds are:
   a. Learning to draw simple shapes, circles, triangles, and squares.
   b. Able to tell long stories accurately and like to embellish.
   c. Inquisitive as to how things work, what they are and definitions of words.
   d. Good at and enjoy cutting, pasting and working on specific things.
   e. Very fond of playing dress-up in adult clothes.
   f. In need of assurance that they are loved at home and school.
   g. In need of opportunity to do things for themselves and develop their own powers.

2. Six-year-olds are:
   a. Self-centered, domineering, stubborn and aggressive.
   b. Needing to be first, loved best, praised most, and to win.
   c. Domineering and bossy with playmates.
   d. Best at learning through active participation.
   e. Hard pressed to make a decision.
   f. In need of wise supervision, with a minimum of interference.
   g. In need of active direct participation.

3. Seven-year-olds are:
   a. Unable to respond promptly and likely to be forgetful.
   b. At a wide range of individual reading rates.
   c. Interested in musical instruments.
   d. Easier to discipline. Sensitive to praise and blame.
   e. Complainers and sulkers.
   f. In need of right combination of independence and encouraging support.
   g. Also in need of warm friendly relationship with adults.

4. Eight-year-olds are:
   a. Adapting to near and far vision with their eye sight.
   b. Alert, friendly, and interested in people.
   c. Also careless, noisy and argumentative.
   d. Easily hurt by careless remarks and criticism.
   e. In need of frequent reminders about responsibilities.
   f. In need of much praise and encouragement from adults.
   g. Fond of team games, comics, adventure stories and collections.

5. Nine-year-olds are:
   a. Becoming more independent and increasing in self-motivation.
   b. Interested in more things and resentful of interruptions.
   c. Essentially truthful and honest.
   d. More interested in talking and listening than working.

(Cont')
e. Very fond of memorizing, but not generalizing or correlating.
f. Wanting teachers to be fair. They are critical.
g. Worshipping some hero.

6. Pre-adolescents are:
a. Awkward, lazy, and restless because of rapid and uneven growth.
b. Very antagonistic and teasing toward the opposite sex.
c. Often over-critical, rebellious and uncooperative.
d. In need of warm affection and a sense of humor from adults.
e. Turned off by nagging, condemnation and being talked down to.
f. In need of a feeling of belonging and acceptance.

7. Adolescents are:
a. Often going to extremes, emotional instability and know-it-alls.
b. Very interested in philosophical, ethical and religious problems.
c. Showing a step toward adulthood by asserting independence.
d. In need of acceptance by peer group.
e. In need of adult guidance that is kindly and does not threaten freedom.
f. Seeking both dependence and independence.
g. In need of provision of a constructive recreation, possibly a "worthy cause."

(VIPS, School Board of Polk County, Florida, Bartow, 1977-78)
CHARACTERISTICS OF THE DISADVANTAGED AND CULTURALLY DEPRIVED UNDERACHIEVER

ATTITUDES

The child you are working with may act shy or overly aggressive because he may be afraid of school experiences. Perhaps he has had unhappy experiences with other adults and with children. There may be apprehension on his part that you may not like him. Fear of more failure may be uppermost in his mind. His perception of this tutorial situation may be entirely different from what you think he should have. It may be a threatening situation to him and defensive reactions may result until he has a chance to gain an understanding of the situation.

LIMITED EXPERIENCES

The child's experiences and general knowledge of the world around him are limited. You must be sensitive to the value of his cultural patterns and behavior which may be different from your own. The disadvantaged are not necessarily slow, but they lack the experiential background of other children.

SPEECH PATTERNS

You may have difficulty in understanding the speech pattern of the child, and he may have difficulty understanding you. He may have had few opportunities to talk with other adults, especially those using standard English.

NEGATIVE ACTIONS

Remember that this child is not an adult. He may have problems at home and at school. When he exhibits some of the negative actions listed below, remember that he is not attacking you, but reflecting personal problems in his relations to society:

Irritability and variability of behavior
Restless manner (tapping of feet or pencil, tipping chair).
Destructive (materials being used, etc.).
Easily upset and discouraged.
Suspicious of others, particularly authority figures.
Feelings of being "picked on".
Resentment against the person trying to help him, often jerking away and pouting.
Difficulty expressing his ideas.
Apathy ..... lack of initiative.
GETTING ALONG WITH THE STUDENT

You will want to set a positive, warm learning environment when working with students. It will take time and patience for you and the student to feel comfortable and friendly. You will be taking the first step toward building the desired relationship by simply being yourself. Remembering some of the following points may also help as you begin working with students.

1. A student's name is very important to him. Make sure you say the student's name the way he wants it said. Learn to spell the name correctly.

2. Make sure the student knows your name. Write it on a card for him.

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. Try not to be late or absent for your sessions with him. Let the student know if you can't be there. He will be watching closely to see whether or not you come every time.

5. Pay attention to him. Listen to what the student has to say. Spend a few minutes making light conversation before you begin.

6. Tell the student something about yourself and your family. The student will want to know that you are a friend, too.

7. Share experiences that you have had that may be of interest to the students with whom you are working.

8. Students make mistakes. Let them know that making mistakes is a part of learning. Do not be afraid of making mistakes yourself.

9. Praise the student when he succeeds at the activity you have been doing together. Let him know you expected him to succeed by saying, "I knew you could do it".

10. Be patient. Although the progress may seem slow, you will begin to notice some gain in time.

IT IS TRUE THAT THE VOLUNTEER'S INTEREST AND ENTHUSIASM MAY BE THE SINGLE MOST IMPORTANT PART OF HIS OR HER SUCCESS.
TELL HOW AND WHY OF DISCIPLINE

An aide must remember that he or she is working for an educational institution whose job is educating students. He or she can expect some discipline problems to arise which would test the ingenuity of the best of educators. Poor attitudes and improper social conduct cannot be changed in one day, or in one argument. Training is a process that continues throughout school life.

A good aide must have a sympathetic understanding of the problems, moods, and individual differences of students. Here are some factors to be considered when observing the conduct of students:

1. All students like to be treated with respect and courtesy.
2. They want adults to recognize their good traits and abilities.
3. Most of them dread to be singled out for disciplining.
4. A few students will cause problems in order to gain attention and recognition.
5. Students who are willing to comply with regulations may become problems if the person in control of the group is too lax and indifferent toward gross violations of a few; or if the person in control appears unreasonable in his demands, or if he or she vacillates from extreme permissiveness one moment to extreme control the next.

WHAT DO STUDENTS WANT?

Attention and Recognition - the key to the things students want is in their need for attention and recognition. Some students will do anything to get them.

Limits - Students also want to know how far they can go. That is, what they can and what they cannot do. If the aide will explain the rules and regulations to be obeyed, the boys and girls won't have to learn the hard way --- by trial and error.

Belonging - A third and important want is to "belong" - be a member of a group. This could be his family, his class at school, or a particular club or social organization. When they fail to gain acceptance or recognition by the group, some young people may band together to form their own gang. In this gang they gain the needed acceptance and recognition, but they frequently set limits of conduct based on whatever they can do without being caught and punished.

WHAT DO STUDENTS FEAR?

Freedom from fear is essential to a student's happiness. Fear, however, is a basic emotion and is closely related to self-preservation. Babies appear to be born with few basic fears, such as fear of loud noises, fears of being dropped. As they grow older, they learn to fear dark places, the school, failure in school, work, sex, illness, surgery, getting or losing a job. We are concerned with the "learned" fears. To help students overcome some of these learned fears, aides can be patient listeners and treat all students with kindness and understanding.
Section VIII
Training Session Six
For Aides and Volunteers
Section VIII, Training Session Six - For Aides and Volunteers

Agenda:

1. Distribute pages 13 and 14 taken from Duval County Volunteer Handbook; Tutoring Tips. Discuss pages.

2. Distribute copies of pre and post assessment on listening skills. Allow 15 minutes for completion.

3. Distribute and discuss page entitled, "Building Good Listening Skills".

4. Distribute and discuss second and third pages concerning good listening skills.

5. Distribute copies of pre and post assessment on listening skills and allow 10 minutes for completion. (Discuss answers and allow time for discussion)

6. Request participants to check pages 15 - 20 of Volunteer Handbook. Note the importance of these pages, especially pages 15, 19, and 20. (See attached copies of these pages)

7. Demonstrate proper storytelling techniques.

8. Demonstrate correct letter formation techniques.

9. Adjourn session.
TUTORING TIPS

General Tutoring Tips

1. Before the first session of tutoring, the tutor must have a conference with the student's teacher or the one who is referring him for help. This is to get a working relationship with the teacher so that you can work together in helping this student. At this time you can go over the student's referral form and any records that the teacher can show you that would be helpful in understanding the student and his needs. You can plan together the best approaches and materials to use in the tutoring sessions.

2. Make it your first aim to become friends with the student. If nothing else is gained in the tutorial sessions, the student will benefit from this personal relationship. The student will be more willing to learn from someone he likes.

3. Relax and be yourself; keep a sense of humor.

4. Build your relationship slowly and keep it growing by your acceptance of the student, your faith in his ability, your honesty, your sensitivity, and your trustworthiness. Never promise something to him that you cannot follow through or produce.

5. Don't talk about his home life unless he brings it up. It may be embarrassing to him.

6. Your student may have many other problems in his family and life besides the skill with which you are attempting to help him. These are not your responsibility. If he badly needs help in a financial or emotional area, find out to whom he can be referred. This seems like rather confining advice, but it comes from people that have dealt in this area for a long time.

7. Be sensitive in communicating with your tutee. Respond to cues the student gives. Be a Careful Listener.

8. Do not interrupt the student when he is talking. However, if he digresses too much, focus him back on the subject by saying, "How does this apply to what we started talking about?"

9. If you are going to miss a session, call the school and have a message relayed to the student as soon as possible. This will mean so much to the student.

10. If you are not feeling well or are preoccupied with your own problems when you arrive to tutor--tell the student. He may interpret your behavior (lack of enthusiasm or lack of smiles, etc.) as meaning he has done something wrong. Reassure him.

11. Remember that you are acting as a role model for your student and you should dress and act appropriately.

12. Don't let an unhappy tutoring situation continue for long. Seek help or perhaps ask for a different student. The situation should be rewarding to both you and the student.
13. Look at yourself as an aide to the teacher, not as a critic or a specialist. Resist any temptation to criticize the school as a means of identifying with the student. School is an important avenue of opportunity and betterment in our society. The tutor should attempt to improve his student's attitude toward the teachers and school.

14. Unless the teacher requests it, avoid having the student just repeat his classroom lessons for you. Devise your own games and materials to supplement classroom assignments and to stimulate new areas of interest.

15. Be patient. Most underachievers work more slowly on academic problems. This is often because they are less secure.

16. Repetition is the name of the game. As many different ways as you can devise to get the student to repeat what is being learned the better it will be.

17. Give the student opportunities to make decisions about your work together, and then carry these decisions through.

18. Games are a powerful teaching tool. Use them and talk about them with your student.

19. Each student is an individual and is motivated by different reward systems. Thus it is important to find what motivates your student.

20. Be sincere, but praise any honest effort on his part. Look at failures as opportunities for another try at the same task. He should never see failures as negative, but remember, a student quickly loses respect for the giver of undeserved praise.
Pre and Post Assessment: Listening Skills

1. The most effective way to show a child that you care about him is to:
   a) Not allow him to express negative feelings
   b) Tell him how he should feel about things
   c) Listen to him
   d) Encourage him to forget about problems he can do nothing about

2. When talking with a child, it is better to:
   a) Stand over him so he will "look up to you"
   b) Get down to his eye level
   c) Avoid looking him straight in the eye
   d) Make sure he knows you're the boss

3. A child who hangs his head when talking to adults is:
   a) happy
   b) angry
   c) insecure
   d) excited

4. The best way to build a good relationship with a child is to act like:
   a) a grandmother
   b) a boss
   c) a teacher
   d) a friend

5. When two people talk while facing away from each other they probably:
   a) don't like each other
   b) are not having a very personal conversation
   c) are good friends
   d) are having an argument

6. Effective listening skills mainly involve:
   a) having good hearing
   b) always having good advice to offer
   c) responding to feelings as well as words
   d) telling about your own problems

7. Which response would be the most helpful for you to make in the situation below?
   "Mrs. Jones, I don't think I'll ever be able to read."
   a) Of course you will, Janie. You just need to try harder.
   b) Well, it doesn't really matter, honey. We love you anyway.
   c) Why do you think that?
   d) You sound pretty discouraged about this.

(Cont')
8. "Mrs. Jones, can a person die from chicken pox?"
   a) No
   b) Don't be silly
   c) Do you have chicken pox?
   d) Sounds like you're a little worried about somebody.

   a) Hey, you must be pretty proud of yourself today!
   b) That's very nice, Janie.
   c) Well, don't let it go to your head!

10. "Mrs. Jones, I hate Billy! I hate, hate, hate him!"
    a) You must never hate people, Janie
    b) Sounds like you're pretty upset about something, Janie.
    c) What did he do?
    d) Oh, you don't really feel that way, do you?
BUILDING GOOD LISTENING SKILLS

Building solid relationships with children, or with anyone else for that matter, depends more than anything else on the ability to be an effective listener. We can all learn to become effective listeners by learning and practicing some specific skills.

Active Listening: The skill of responding to a person in such a way that you communicate to him that you have not only heard his words but also understood his feelings. Also called "REFLECTION".

Attending: The skill of letting a person know, through your posture, eye contact, and attention, that you are interested in what he has to say.

Cues: A hint, suggestion, or message that a person gives, either through his actions or through speech, that he is trying to communicate certain feelings.

Door-Opener: A statement or question which invites a person to share his thoughts and feelings, such as "Would you like to talk about that?" Sometimes called OPEN-ENDED QUESTION OR STATEMENT OR OPEN INVITATION TO TALK.

Encourager: A simple word, phrase, or nod of the head which communicates that you are talking or listening to him. Eye contact is not constant staring, but a natural gaze directed to another person.

Listening: A basic and potent skill which demonstrates that you are "with" a person, interested in helping, and wanting to build good inter-personal communication.

Non-Verbal: Unspoken messages which communicate feelings.

Verbal: Spoken communication.

(Handbook for Senior Adult School Volunteers, Department of Education, Tallahassee, Florida, 1977)
BUILDING GOOD LISTENING SKILLS:

1. We should never:
   a. Lecture or moralize the child
   b. distract the child from his feelings
   c. argue with the child
   d. threaten the child
   e. call the child names or put him down

2. If we practice the above habits we:
   a. make the child defensive
   b. make the child feel inadequate and inferior
   c. make the child feel resentful or angry
   d. make the child feel guilty or bad
   e. make the child feel frustrated
   f. make the child feel his feelings aren't justified
   g. make the child feel unaccepted

The main benefits of active listening are:

- Active listening shows the child that you are interested in him as a person.
- Active listening proves to the child that not only have you heard him, you have understood.
- Active listening is your check on your perception of the child's message.
- Active listening gives the child a chance to ventilate his feelings.
- Active listening communicates acceptance of the child.
- Active listening helps the child do his own problem-solving. It keeps the responsibility with him, yet you remain involved.

(Cont')
Active listening fosters the child moving from a superficial to a deeper, more basic feeling or concern.

Active listening helps the child become more aware of his and other's feelings.

(Handbook for Senior Adult School Volunteers, Department of Education, Tallahassee, Florida, 1977)
SUGGESTIONS FOR SUCCESSFUL STORYTELLING OR STORY READING

Reading to students is a most worthwhile activity. Discussion of the story should point out the sequence of events, the relative importance of different ideas, and the new words encountered.

Read poetry to students. Have them close their eyes as you describe a scene of the beach, of a crowded city street, dawn coming up, a storm, etc. Bring in pictures and let them discuss the feelings they evoke.

Difficult words can be dramatized by students: under, in, out, above, around, here, and there are examples of abstract words which offer much difficulty and can best be understood when acted out.

I. Selecting the story

The story should:

1. Appeal to the particular children for whom it is chosen (consider stage of development and background of students).
2. Have action.
3. Have drama.
4. Have interesting dialogue students can understand.
5. Have emotional appeal.

II. Telling or reading the story

1. Make the audience comfortable.
2. Know the story. If story is read, be so familiar with it that you can lift your eyes and look at the audience.
3. Be natural.
4. Establish the mood for the story, but it is not always necessary to give the title.
5. Tell or read the story dramatically. Students especially young ones, love a "Ham".
6. Use a pleasing voice; pronounce words clearly.
7. Suit the action to the words (frown, smile, a look of sorrow).
8. Don't pretend to be enthusiastic if you're not. Students can always spot a phony.
It is important for the volunteer tutor to know the correct formation of letters and numerals both when helping the student and when the tutor's writing serves as a model for the student.
Section IX
Training Session Seven
For Faculty, Aides, and Volunteers
Section IX - Training Session Seven - For All Personnel

**Agenda:**

1. Provide coffee and doughnuts for participants.

2. Ask various faculty members to report some of the outstanding services provided by volunteers.

3. Ask various volunteers to report on the progress of certain students.

4. Call for suggestions concerning the improvement of the volunteer program.

5. Recognize the outstanding volunteer to date. (The volunteer who has served the most hours, or the one who has contributed to the program in a unique way.

6. Question and answer session.

7. Adjourn session.
Section X

Evaluation Forms
### ASSESSING YOUR VOLUNTEER PROGRAM

<table>
<thead>
<tr>
<th>Program areas:</th>
<th>Where are you Now? (January 1980)</th>
<th>Where do you want to be by June 1980?</th>
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<tbody>
<tr>
<td>Areas where volunteers are involved (i.e., in classrooms, offices, etc.)</td>
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<tr>
<td>Kinds of volunteer jobs available</td>
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<td>Number of teachers using volunteers</td>
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<td>Recruitment Plan</td>
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<tr>
<td>Number of volunteers in your program</td>
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<td>Volunteer/Staff relations</td>
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<td>Supervision of Volunteers</td>
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<tr>
<td>Orientation/Training provided for volunteers</td>
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<tr>
<td>Kinds of recognition given to volunteers</td>
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(Duval County School Board, Jacksonville, Florida)
RECRUITMENT CHECKLIST

Before you start:

____ Are you convinced about the importance of your school to the community?

____ Have you found a way to communicate this conviction and information to others?

____ Are you clear as to why you need volunteers? How you will use them?

____ Are you recruiting for jobs that will give the volunteer satisfaction as well as being helpful to the agency?

____ Have you a special plan for orientation?

____ Has the staff who will be working with volunteers helped in the planning?

DO YOU MAKE YOUR SCHOOL'S NEEDS KNOWN THROUGH:

____ Brochures?

____ Newspaper articles?

____ Radio & T.V. announcements?

____ Talks to groups?

____ Come and see tours?

DO YOU USE A VARIETY OF SOURCES FOR OBTAINING VOLUNTEERS SUCH AS:

____ Friends of your volunteers?

____ Neighborhood people?

____ Churches?

____ Parents?

____ Retired persons?

____ Employed men and women?

____ Volunteer Jacksonville?

____ Community school?

____ High school and college students

____ Club groups?

(Duval County School Board, Jacksonville, Florida)
ORIENTATION/TRAINING

-- Do all volunteers understand why the job they are doing is necessary, and how it fits into the overall program?

-- Are volunteers introduced to paid staff and volunteers with whom they will be working?

-- Is an experienced person always available to work with new volunteers and show them what to do?

-- Do volunteers know what is expected of them as to:
  performance?  behavior?
  appearance?  attitude toward students?

-- Are there written manuals and/or guidelines to help volunteers keep in mind the things they need to know?

-- Do volunteers have an opportunity to acquire and/or develop skills needed for their assignment through formal training programs and continuing on-the-job training?

-- Is orientation/training time realistic, taking into consideration the volunteer's many other commitments?

-- Are volunteers sufficiently informed as to the program's overall purpose and philosophy, so that they may discuss these intelligently with family and friends?

-- Is the orientation/training process kept meaningful and productive through:
  periodic volunteer meetings?  invitations to pertinent workshops?
  discussion sessions?  suggested reading materials?

-- Is training ever used as a reward for effective service, or as preparation for promotion to a more responsible volunteer assignment?

(Duval County School Board, Jacksonville, Florida)
School Volunteer Evaluation

PERSONAL QUALITIES

<table>
<thead>
<tr>
<th>Appearance and manner</th>
<th>Inadequate</th>
<th>Below</th>
<th>Average</th>
<th>Satisfactory</th>
<th>Strong</th>
<th>Outstanding</th>
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<td>Alertness</td>
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<td>Assumption of responsibility</td>
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<td>Emotional poise</td>
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<td>Ability to present ideas</td>
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<td>Ability to work with students</td>
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<td>Welcomes suggestions; tries to apply them</td>
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ACADEMIC COMPETENCE

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<td>Basic skills</td>
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<td>Ability to stimulate pupil progress</td>
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OVERALL EVALUATION

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<th>Has been a definite aid to classroom instruction</th>
<th>Inadequate</th>
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<th>Average</th>
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<th>Outstanding</th>
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<tr>
<td>Has helped to free invaluable instructional time</td>
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<td>Has been a motivating force for a student(s)</td>
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<td>Behavior change seen in student(s)</td>
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<td>Pupil response to volunteer</td>
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<td>Communication with volunteer before instruction</td>
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<td>Communication by volunteer concerning pupil</td>
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<td>Progress</td>
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Would be willing to have a volunteer again

NO ______

YES ______

Suggestions and criticisms:

Name ____________________________

Using the Services of A School Volunteer, Department of Education, Tallahassee, Florida, 1971)
EVALUATION OF VOLUNTEER PROGRAM

RATING SCALE: Check column 1 if the service has been excellent
column 2 if it has been good
column 3 if it needs improvement
column 4 if not applicable

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<th>2</th>
<th>3</th>
<th>4</th>
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<td>1.</td>
<td>The volunteers have been willing to work under the directions of the teachers and the principal</td>
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<td>2.</td>
<td>The volunteers have been regular in attendance</td>
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<td>3.</td>
<td>The volunteers have worked harmoniously with students</td>
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<td>4.</td>
<td>There was evidence that the volunteers enjoyed working in the school</td>
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<td>5.</td>
<td>There was evidence that the volunteers rendered helpful service</td>
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<td>6.</td>
<td>The volunteers relieved teachers of non-teaching chores.</td>
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<td>7.</td>
<td>The volunteers were able to assist in certain phases of the instructional program.</td>
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<td>8.</td>
<td>There was evidence that the use of volunteers improved school-community relations.</td>
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<td>9.</td>
<td>The time spent in the school per week by the volunteers was adequate.</td>
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<td>10.</td>
<td>Our volunteers had special talents, skills, or experiences which were used to enrich the instructional program.</td>
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<td>11.</td>
<td>There was evidence that the children enjoyed working with the volunteers.</td>
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