Leveraging Volunteers in Adult Basic Education Classrooms

Allison J. Reid | mathacognitive.com
Agenda

➢ Welcome
➢ Hopes & Fears... and Responses
➢ Crafting an Effective Volunteer Role
➢ Clear Task & Role
➢ Aligned and Connected to Goals
➢ Good Communication
➢ Lesson Plan Examples
➢ Wrapping Up
Materials & Resources

Website: https://mathacognitive.com/leveraging-volunteers/

Password: Webinar.Volunteer
Participation

- Please plan to participate. We will use small groups, documents and other tools to interact.
- Please ask questions, share ideas (chat or audio)
- Video on or off, your preference.
- Please, mute if background noise
- We have plenty of time, we’ll take a (short/working) break
- If you need to step out to deal with something, please mute yourself, do what you need to, then come back when you can.

Image source: https://me.me/i/webinar-face-memegenerator-net-this-is-my-webinar-face-bored-0c4017123e4f4949b79f363fb8c541ff
Introductions

About me: Former adult ed volunteer, former adult ed volunteer coordinator, current HiSET Math teacher; writer-trainer-consultant; brain-geek and life-long learner; gardener and novice forager.

I believe in reflective practice, my students, and color-coded spreadsheets.

Allison J. Reid
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Introductions

Trial poll / About you:

https://forms.gle/FETCSJBUHFbNmzu8A

Please click the form link, fill out the introductions, then come back to WebEx.
Hopes and Fears

What are your hopes, goals, potential positive outcomes for working with volunteers in the classroom?

What are your fears, concerns, points of skepticism for working with volunteers in the classroom?

Please share your perspectives on the form link, then return to WebEx https://forms.gle/VQoGjRRL69e3kWNNe8

I’ve listed some potential hopes/fears; please use ‘other’ or ‘comments’ to add as needed
## Concerns & Responses

<table>
<thead>
<tr>
<th>If you are concerned about...</th>
<th>You could....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing someone</td>
<td>... Talk with colleagues; clarify responsibility/get support</td>
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<tr>
<td></td>
<td>... Start small (1 volunteer, for a short time each week)</td>
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<td></td>
<td>... Have a specific task that’s hard to mess up/doesn’t require background knowledge</td>
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<tr>
<td>Will they be good with the content?</td>
<td>... Recruit for content knowledge</td>
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<td></td>
<td>... Share materials in advance/for them to review</td>
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<td></td>
<td>... Ask them to observe a lesson/you teaching first</td>
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<td></td>
<td>... Assign roles that are less content dependent (ESOL conversation partner, practice test proctor, scribe or reader for student with LD)</td>
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<tr>
<td></td>
<td>... Include content review in training. (During orientation or self-study)</td>
</tr>
<tr>
<td><strong>If you are concerned about….</strong></td>
<td><strong>You could….</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td>What if we don’t get along?</td>
<td>… Participate in screening them</td>
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<td></td>
<td>… Have a probation/trial period</td>
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<td></td>
<td>… Think/talk with volunteer manager in advance about preferences/work &amp; communication styles</td>
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<tr>
<td>How will they relate to my students?</td>
<td>… Recruit for experience with similar populations or roles</td>
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<tr>
<td></td>
<td>… Have a probation/trial period</td>
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<td></td>
<td>… Use situational interviewing</td>
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<td></td>
<td>… Coach or train for likely scenarios (case studies etc.)</td>
</tr>
<tr>
<td>I don’t know what they’d do</td>
<td>… Think about your goals for your class/program</td>
</tr>
<tr>
<td></td>
<td>… Observe volunteers in another class/program</td>
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<tr>
<td></td>
<td>… Brainstorm with colleagues</td>
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<tr>
<td></td>
<td>… Find a low stakes trial: “borrow” an experienced volunteer from another class for a few sessions; recruit a friend or colleague</td>
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</tbody>
</table>
Crafting an Effective Volunteer Role
A Framework for Crafting Effective Volunteer Roles

Model first developed, HTM

Good Communication
Communication is open, two-way and thorough.

Aligned & Connected
Volunteers’ work supports and connects to class / program goals

Clear Task & Role
Volunteer tasks are clear, useful and understood

Effective Volunteer Roles
Ineffective Volunteer Roles

Task and communication ... but no goal alignment:
Busy work (or perceived busy work)
Ineffective Volunteer Roles

Communication and alignment ... but no task:
Pleasant but aimless

Effective Volunteer Roles

Good Communication
Communication is open, two-way and thorough.

Clear Task & Role
Volunteer tasks are clear, useful and understood

Aligned & Connected
Volunteers’ work supports and connects to class / program goals
Ineffective Volunteer Roles

Task and alignment ... but no communication:
Mutual frustration
Temperature Check

In the comments box:
On a scale of 1 to 10, how close are your organization’s roles to this?
Which circles do you most want to strengthen?

Effective Volunteer Roles

Good Communication
Communication is open, two-way and thorough.

Aligned & Connected
Volunteers’ work supports and connects to class / program goals

Clear Task & Role
Volunteer tasks are clear, useful and understood
Reflection / Work Break

Volunteer Roles Reflection Tool

Link to (your own copy of) editable google doc:
https://docs.google.com/document/d/1lyb77EVXHgbnZ3lr2DR7c7_Oe0zqOBmQ0OT-ckv8XyM/copy

Link to view/print a PDF:
https://drive.google.com/file/d/1_Q-vS_CHzeQ8WdllozOR_oRIkm_El5iD/view?usp=sharing

Be back in 10 min.
Welcome back; Highlights from reflection
Clear Task & Role
Classroom Tasks/Roles

- Independent Project
- Proctor Practice Tests
- Float during independent work
- Model/ Guinea Pig (Demo new/interactive/speaking tasks)
- Study Session Leader
- Answer Checker
- Scribe / Notetaker (Board / Computer / Paper)
- Editing / Writing Conference
- Volunteer with advanced students
- Differentiate
- Volunteer with struggling students
- Absence Catch Up
- Support ELL in Content Classes
- Learning Disability Support & Accommodation
- Pro Tip (Use to teach about note taking strategies)
Classroom roles, con’t

- Tech Support Digital Literacy
- Guest Presenter
- Pro Tip
  Make a center/station and rotate students
- Substitute
- ESOL Conversation Partner
- Handle while you Teach
  HiSET account, “Miss I need to fax this to my case worker”
- Cover while you handle
  Student crisis, staff issues etc.
- Small group leader
  Split: randomly, by interests, a pro/con side
Aligned & Connected to Goals
Aligned & Connected to Goals

3 breakout groups / 3 topics (scaffolding, differentiation, student engagement)

In your group, talk with each other about how volunteers could contribute to one of these goals

Record your comments in the shared document:

https://docs.google.com/document/d/1w9rymkOdPpKBkV-dl8VnqVFkkUAncIP8YZPywURwT14/edit?usp=sharing
Aligned & Connected to Goals

Report out: One idea that the group feels good about
Good Communication
## Communication: What information?

<table>
<thead>
<tr>
<th>Program Staff</th>
<th>Both</th>
<th>Volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks (+ related info)</td>
<td>Schedule changes</td>
<td>Progress on tasks</td>
</tr>
<tr>
<td>Program expectations / policies / requirements</td>
<td>Information about students</td>
<td>Skills/ comfort levels / training requests</td>
</tr>
<tr>
<td>Relevant program culture/norms</td>
<td>Concerns</td>
<td>Questions</td>
</tr>
<tr>
<td>Lesson/curriculum content</td>
<td></td>
<td></td>
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<tr>
<td>Student needs</td>
<td></td>
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<tr>
<td>Feedback</td>
<td></td>
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</tbody>
</table>
Communicating about communication

Who communicates?

- Teacher
- Volunteer Coordinator
- Program Coordinator/Director
- Admin or other staff?
- Volunteer

Multiple Communication Needs

- Communication between staff about volunteer
- Staff to volunteer communication
- Volunteer to staff communication
A few Tips to get Started with a New Volunteer

- Make introductions
- Encourage students
- Observe first
- Teacher-radar
- Large group -> Small Group
- Model

Complete List: See Resource Page
## Lesson Plan

**What might volunteers do to support this lesson / teacher / students?**

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Now: Cumulative/Spiral review</td>
<td></td>
</tr>
<tr>
<td>(Mixed topic math problems + independent/differentiated work)</td>
<td></td>
</tr>
<tr>
<td>Learning Apps</td>
<td></td>
</tr>
<tr>
<td>(Demonstrating and setting up Quizlet and Kahn Academy)</td>
<td></td>
</tr>
<tr>
<td>Video: Why all the letters ... (Khan Academy)</td>
<td></td>
</tr>
<tr>
<td>Direct Instruction: Algebra conventions/notation</td>
<td></td>
</tr>
<tr>
<td>Card sort activity</td>
<td></td>
</tr>
<tr>
<td>(match equivalent expressions using variables, exponents, algebraic notation)</td>
<td></td>
</tr>
<tr>
<td>Independent practice (worksheets or)</td>
<td></td>
</tr>
<tr>
<td>Khan Academy</td>
<td></td>
</tr>
<tr>
<td>Exit Tickets and Homework</td>
<td></td>
</tr>
</tbody>
</table>

**Class:** HiSET Math  (12 students)  
**Standard:** A.SSE.1a  
**Objective:** SWBAT read and write algebraic terms including variables, exponents and coefficients  
**Additional Goals:** Set up technology to support at-home study; address anxiety about Algebra; group work to incorporate new students into classroom community  
**Duration:** 2 hours  
**Volunteers:** 2  
**Date:** 1/8/19
Lesson Plan

Lesson Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Students are...</th>
<th>Volunteers are...</th>
<th>Teacher is...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do Now:</strong> Cumulative/Spiral review (Mixed topic math problems • independent/differentiated work)</td>
<td>Arriving, working independently, asking for help, checking their work</td>
<td>Floating, helping students</td>
<td>Welcoming the class, collecting homework, monitoring class, providing resources, answering questions</td>
</tr>
<tr>
<td><strong>Learning Apps</strong> (Demonstrating and setting up Quizlet and Kahn Academy)</td>
<td>Downloading apps, trying out apps, helping classmates</td>
<td>Floating, troubleshooting, waiting</td>
<td>Pacing/guiding the steps, giving instructions, troubleshooting</td>
</tr>
<tr>
<td><strong>Video:</strong> Why all the letters... (Khan Academy)</td>
<td>Watching/listening</td>
<td>Watching/listening</td>
<td>Setting up video, introducing/contextualizing video, watching/listening</td>
</tr>
<tr>
<td><strong>Direct Instruction:</strong> Algebra conventions/notation</td>
<td>Listening, taking notes, asking and answering questions</td>
<td>Listening, waiting</td>
<td>Explaining, demonstrating on whiteboard, asking and answering questions</td>
</tr>
<tr>
<td><strong>Card sort activity</strong> (match equivalent expressions using variables, exponents, algebraic notation)</td>
<td>Working in small groups (mostly) or independently (a few), matching cards, asking for help/asking questions</td>
<td>Working with small groups, floating, answering questions, asking questions, checking work, coaching students</td>
<td>Explaining activity, providing resources, monitoring whole class for progress/challenges, coaching students, answering questions, organizing next activity</td>
</tr>
<tr>
<td><strong>Independent practice</strong> (worksheets or Kahn Academy)</td>
<td>Working independently (mostly) or in pairs (a few), asking questions</td>
<td>Floating, answering questions, coaching students, checking work</td>
<td>Floating, answering questions, coaching students, checking work, redirecting, providing resources</td>
</tr>
<tr>
<td><strong>Exit Tickets and Homework</strong></td>
<td>Writing exit tickets, gathering homework</td>
<td>Waiting</td>
<td>Explaining exit ticket and homework, answering questions, collecting tickets</td>
</tr>
</tbody>
</table>

Class: HiSET Math (12 students)  
Date: 1/8/19  
Standard: A SSE.Ea  
Objective: SWBAT read and write algebraic terms including variables, exponents and coefficients  
Additional Goals: Set up technology to support at-home study, address anxiety about Algebra, group work to incorporate new students into classroom community  
Duration: 2 hours  
Volunteers: 2
Choose a lesson plan (links below). Imagine you were teaching this lesson, how might volunteers contribute? What tasks would you give them? What would you tell them to focus on?

**Math (Heatwaves / Statistics)**

**ELA (Fake News/ Evaluating Info)**

**ESOL (Workers Rights/Responsibilities)**
Lesson Planning: Report Back

How did it go?

What would you have volunteers do?

What would be similar/different in planning a volunteer role for your own classes?
Wrapping Up
**Action Planner**

Think about **one first step**, share in chat/audio

For more thorough planning: [https://docs.google.com/document/d/108cJJAbEBzPYH3NEFGelAv6wHzz54gMRKXaAzEYuTGo/copy](https://docs.google.com/document/d/108cJJAbEBzPYH3NEFGelAv6wHzz54gMRKXaAzEYuTGo/copy)

If you would like an email check in from me in a month, sign up: [https://forms.gle/2T2Lif5ATgcuBDKK8](https://forms.gle/2T2Lif5ATgcuBDKK8)
Materials & Resources (in case you missed it)

Website: https://mathacognitive.com/leveraging-volunteers/

Password: Webinar.Volunteer

Request Follow Up: https://forms.gle/2T2Lif5ATgcuBDKK8
Thanks & Stay in Touch

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