

Leveraging Volunteers in Adult Basic Education Classrooms

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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



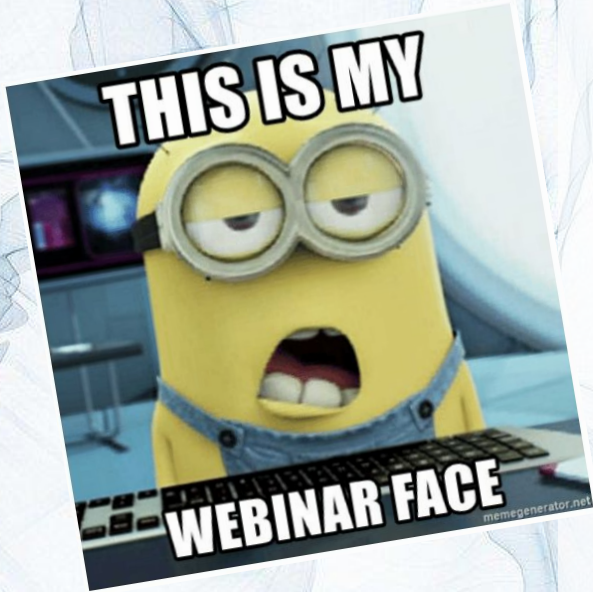
Materials & Resources

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.



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.



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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/VQoGjRRL69e3kWNe8>

I've listed some potential hopes/fears; please use 'other' or 'comments' to add as needed



Concerns & Responses

If you are concerned about...	You could....
Managing someone	... Talk with colleagues; clarify responsibility/get support ... Start small (1 volunteer, for a short time each week) ... Have a specific task that's hard to mess up/doesn't require background knowledge
Will they be good with the content?	... Recruit for content knowledge ... Share materials in advance/for them to review ... Ask them to observe a lesson/you teaching first ... Assign roles that are less content dependent (ESOL conversation partner, practice test proctor, scribe or reader for student with LD) ... Include content review in training. (During orientation or self-study)



If you are concerned about...	You could...
What if we don't get along?	... Participate in screening them ... Have a probation/trial period ... Think/talk with volunteer manager in advance about preferences/work & communication styles
How will they relate to my students?	... Recruit for experience with similar populations or roles ... Have a probation/trial period ... Use situational interviewing ... Coach or train for likely scenarios (case studies etc.)
I don't know what they'd do	... Think about your goals for your class/program ... Observe volunteers in another class/program ... Brainstorm with colleagues ... Find a low stakes trial: "borrow" an experienced volunteer from another class for a few sessions; recruit a friend or colleague

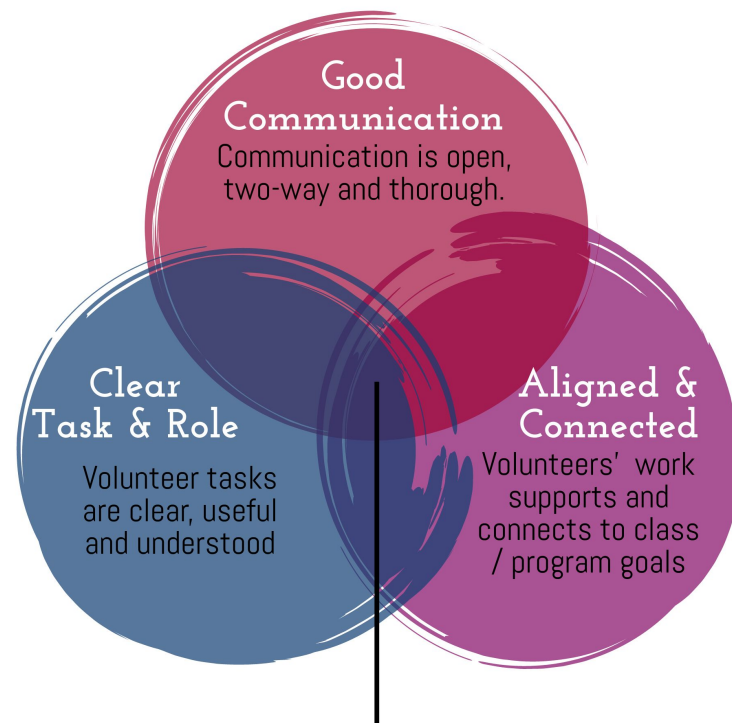


Crafting an Effective Volunteer Role



A Framework for Crafting Effective Volunteer Roles

Model first developed, HTM



Effective Volunteer Roles

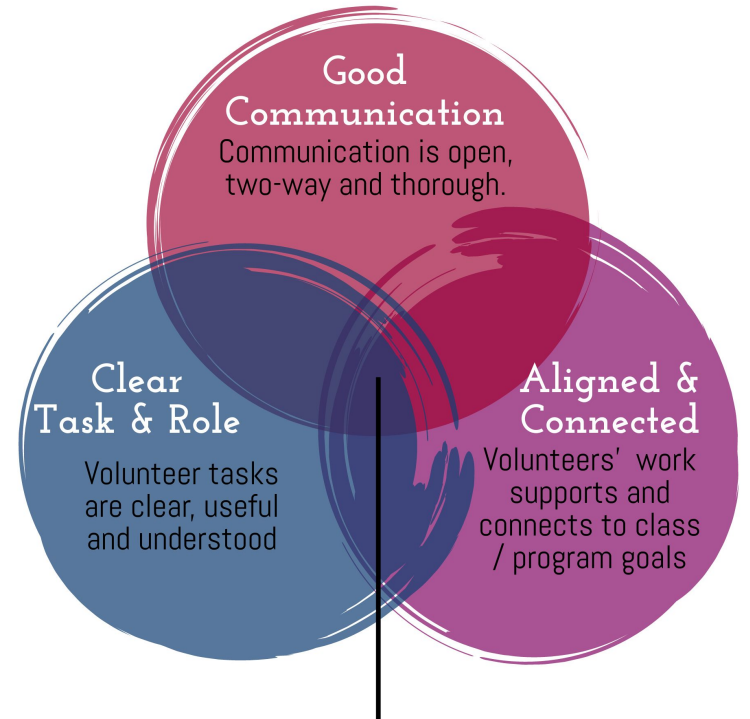


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Ineffective Volunteer Roles

Task and communication ... but no
goal alignment:

Busy work (or perceived busy work)

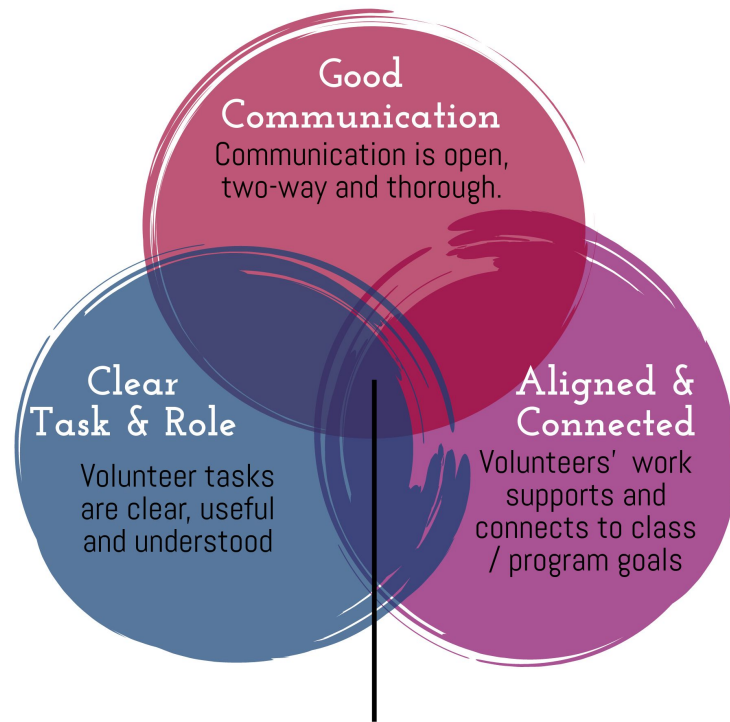


Effective Volunteer Roles



Ineffective Volunteer Roles

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



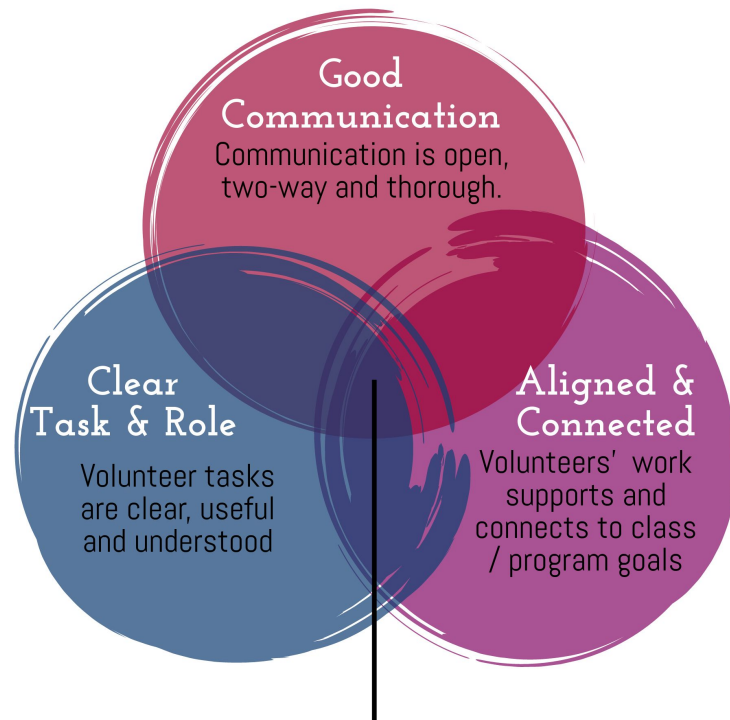
Effective Volunteer Roles



Ineffective Volunteer Roles

Task and alignment ... but no
communication:

Mutual frustration



Effective Volunteer Roles

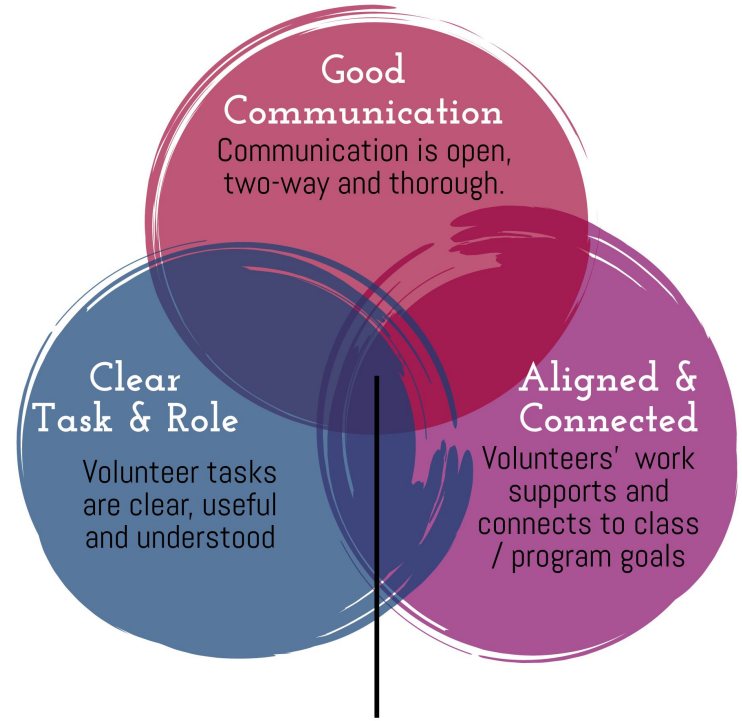


Temperature Check

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



Reflection / Work Break

Volunteer Roles Reflection Tool

Link to (your own copy of) editable google doc:

https://docs.google.com/document/d/1lyb77EVXHgbnZ3lr2DR7c7_Oe0zqOBmQOOT-ckv8XyM/copy

Link to view/print a PDF:

https://drive.google.com/file/d/1_Q-yS_CHzeQ8WdllozOR_oRIkm_EI5iD/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/speaki
ng tasks

Answer
Checker

Study
Session
Leader

Scribe
/ Notetaker
Board / Computer /
Paper

Pro Tip
Use to teach
about note
taking
strategies

Editing/
Writing
Conference

Volunteer with
advanced
students

Support ELL
in Content
Classes

Differentiate

Absence
Catch Up

Volunteer with
struggling
students

Learning
Disability
Support &
Accommodation



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Classroom roles, con't

Tech
Support
Digital
Literacy

ESOL
Conversation
Partner

Small group
leader
Split: randomly,
by interests, a
pro/con side

Pro Tip
Make a
center/station
and rotate
students

Cover
while you
handle
Student crisis, staff
issues etc.

Guest
Presenter

Handle while
you Teach

HiSET account, "Miss I
need to fax this to my
case worker",

Substitute



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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?

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



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



Putting it All Together



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



(My Actual) Lesson Plan

Class: HiSET Math (12 students)

Standard: ASSE.1a

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

Date: 1/8/19

Objective: *SWBAT read and write algebraic terms including variables, exponents and coefficients*

Volunteers: 2

On the lesson plan...

Activity

Do Now: Cumulative/Spiral review
(Mixed topic math problems + independent/differentiated work)

Learning Apps
(Demonstrating and setting up Quizlet and Kahn Academy)

Video: [Why all the letters...](#) (Khan Academy)

Direct Instruction: Algebra conventions/notation

Card sort activity
(match equivalent expressions using variables, exponents, algebraic notation)

Independent practice (worksheets or Khan Academy)

Exit Tickets and Homework

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



(My Actual) Lesson Plan

Class: HiSET Math (12 students)

Date: 1/8/19

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

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

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)

https://www.sabes.org/sites/sabes.org/files/resources/heatwave_box_whisker_lesson_v3.pdf

ELA (Fake News/ Evaluating Info)

https://www.sabes.org/sites/sabes.org/files/resources/Critical%20News%20Consumers%20LP%201_Good%20Fake%20Funny.pdf

ESOL (Workers Rights/Responsibilities)

https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/Emp_rights-resp_Lessn%20plan.pdf



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/1O8cJJAbEBzPYH3NEFGelAv6wHzz54gmRKXaAzEYuTGo/copy>

If you would like an email check in from me in a month, sign up:

<https://forms.gle/2T2Lif5ATqcuBDKK8>

Aligned & Connected Goals are shared, known, and connected to volunteers' work	Clear Task & Role Volunteer tasks are clear, useful and understood	Good Communication Communication is open, two-way and thorough
What class or program goals will volunteers support?	What specific tasks will volunteers complete?	What information will volunteers need to begin their work?
Why are these priorities?	When and where will this occur? What will they need to complete these tasks?	Who will share this information? How?
How will volunteers learn about these goals?	How many volunteers does this work require? For how many hours?	Who should volunteers communicate with for ongoing questions, updates or support?
What constitutes success?	What resources/tools/guidance will volunteers need to complete these tasks?	How will this communication occur? (phone, email, meetings?)



Materials & Resources (in case you missed it)

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

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Request Follow Up: <https://forms.gle/2T2Lif5ATgcuBDKK8>



Thanks & Stay in Touch

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