

CLASSROOM MANAGEMENT



The Intake Interview

The student intake interview is important in ensuring student success in adult education. Even so, it may be done well in as many different ways as there are different teachers. Here are some goals and strategies for the intake interview used by established adult education practitioners.

1. Put all of your classroom policies, the form requirements of your agency, book information, contact information and important dates on a PowerPoint presentation to share with each new student. This guarantees you won't forget an important point and helps students understand that they are embarking on a serious, business-like adventure.
2. Meet individually with each student and give them printed handouts of information you find inspirational or practical. Discuss future goals with the student and make notes for yourself. Be sure to get contact information for the student. End by introducing the student to each member of the class.
3. Ask students to fill out an interest and personal history questionnaire.
4. Begin a student work file and show your student how to use it.
5. Ask other students to help with the intake by orienting the new student to the classroom, the building (where the bathroom is, parking rules, etc.) and your policies. Then meet with the new student to discuss goals, test scores, etc.

STUDENT INTAKE FORM

NAME: _____

DATE: _____

1. How did you find out about this class?
2. Why did you enroll in this class?
3. What do you want to do when you get your diploma?
4. Have you thought about going to a vocational school, community college, or university?
5. What would you be interested in studying?
6. What do you like to do in your spare time?
7. Are you working now?
Do you plan to keep working at this same job?
8. What other types of jobs would you like to do?
9. What types of careers would you like to know more about?
10. What are your plans for the future?
11. What would you like to be doing one year from now?
12. What is your plan for achieving these things in one year?
13. What would you like to be doing three years from now?
14. What is your plan for achieving these things in three years?

STUDENT SURVEY

A student survey utilized periodically will assess student perception of progress and re-evaluate student needs. This gives the teacher a unique opportunity to conference with each student on an individual basis and foster rapport, which is a crucial element in retention. This form can be especially useful with a long-term student.

SECTION 1: Background Information

Name: _____

Age: _____ Sex: Male ___ Female ___

Race: White ___ Black ___ Hispanic ___ American Indian ___ Asian ___

Employment: Full-time ___ Part-time ___ Unemployed ___ Retired ___

Highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12

SECTION 2: Class Information

1. Do you attend day classes night classes both

2. Who influenced you to enroll in this program? Parent, Spouse, Friend, Counselor, Employer, Other.

3. Why did you enroll in adult education?

To get a GED

To get an adult high school diploma

To improve math, reading or English skills

To earn or make up credits for high school

To meet court requirements

Other

4. Is this your first time enrolling in adult education classes? Yes ___ No ___

If no, when was the last month and year that you were enrolled in classes?

5. How many classes are you now taking?

6. Are your classes what you expected them to be? If not, how are they different from what you expected?

7. Are you satisfied with your rate of progress?

8. Which of these statements describes you?

- My progress has been as good as I expected.
- My progress has been better than I expected.
- My progress has been worse than I expected.

9. How do you feel about your instructors?

- Satisfied with all of them
- Satisfied with some of them
- Not satisfied with any of them

10. In your opinion, have your instructors shown a personal interest in you?

11. Students often have problems in the following areas. Check any that describe your feelings.

	Problem	Not a Problem	Not Sure
Managing my time			
Classwork too difficult			
Classes meet too often			
Teacher/student relations			
Health/medical problems			
Transportation to class			
Finding child care			
Teachers don't have any time for me			
Other (please describe):			

12. Do you think the services of a counselor would help you in this program?

13. Please use the space below to make any comments you have about the adult education program, classes, instructors or other staff and how the program could better meet your goals.

Suggested Resources for a Student Packet

- Teacher's business card
- Local school calendar
- Brochure about Adult Education services in area
- Brochure or information sheet on social services in the area
- School newsletter
- List of local contact people in Adult Education (GED testing coordinator; principal; admissions office or registrar; local library; computer support team)
- Your class schedule with procedures and appropriate phone numbers for dealing with absences (You may want to leave blank spaces students may fill in with other student phone numbers so there is a contact besides you.)

Creating the Structure Adult Learners Need

Louise Collins

Leon County Schools Adult & Community Education

When Louise Collins welcomes her students to her adult education class, she meets with them individually or with their parents or spouse in a formal but friendly business meeting. Armed with her PowerPoint presentation, Ms. Collins goes over rules for attendance, acceptable classroom behavior, needed forms and contact information. This business-like introduction to Adult Education gives adult students structure and shows students that learning is important. Such an introduction suggests that the habits and attitudes gained in Ms. Collins' class are transferable to the workplace.

Once the ground rules are established, Ms. Collins backs her policies with an understanding that holds students accountable without humiliating them. When one student phoned in to say she was going to be late, Ms. Collins thanked her for calling, reminded her that this would be her fourth tardy, and told her that her paperwork would be ready for her when she got to school so that she could transfer to another class. The student managed to make it to class on time after all!

Of course Ms. Collins does consider individual student needs when she enforces the rules, but consideration of individual needs does not imply a lack of standards or structure. Ms. Collins is in charge of her class by setting the rules and enforcing the rules. Her adult learners gain ownership of the class by mastering the rules and applying them to create their own successful work ethic. You may not be able to kindly hold to a three-tardy rule, but you can kindly hold to whatever rules you set and the more you do, the better off your students are.

Remember that a professional, clear presentation of rules and expectations, whatever they may be, is essential to student success. Look at Louise's rules about tardies, attendance and class conduct and consider how clear, thorough and brief they are. Adopt or adapt what you will and consider what *your* rules would be for assignment deadlines, room maintenance, small group work, record keeping and class participation.

Tardies

Class starts at 8:30 a.m. sharp and ends at 11:30 a.m.

You are allowed 2 tardies per semester.

After the 3rd tardy you will be dismissed from class for 2 days.

On the 4th tardy you will be transferred to another class.

Attendance

You are allowed 2 absences per semester.

The 3rd absence results in a 2-day dismissal.

Next absence, transfer to another class, please!

If you're sick, you still come!!!

Please bring documentation if you were at the doctor, dentist, court, etc.

Class Conduct

Students are reminded that participation in all programs is voluntary.

Failure to observe these rules may result in administrative withdrawal from the program.

Sign in and out on the attendance sheet located on the board.

Students are expected to report to classes on time and remain for the entire class period.

Leaving early results in an absence.

Call in if late or tardy.

Be awake; sit professionally, and work on task at all times.

Do not hang out or smoke in the parking lot.

Students are expected to dress appropriately for school/work environment.

Guys: No hats, muscle shirts, sagging pants, or boxers showing.

Girls: No tank tops, short shorts or short skirts.

Illegal substances and alcohol are prohibited at all class locations.

Organizing Your Classroom: Paperwork and Procedures

By Frances Riotte

Good for you! You are one of the selected facilitators for an adult education class in Florida. You are looking forward to meeting your students, preparing your classroom, and making a difference in the world of education. Then someone mentions classroom management and paperwork and your enthusiasm turns to dread.

Those of us who love to see the lights go on in students' eyes as we reveal the mysteries of the universe are sometimes bogged down by the mundane tasks that must be incorporated into running an efficient and productive classroom. Help is here!

General Decorum

- 1.) Give all directions in a positive mode. Avoid negative words like DON'T, NOT, NO whenever possible.
- 2.) Expect adult behavior and accept nothing less. Direct a student displaying inappropriate behavior to leave the session. Be matter-of-fact, not angry or blaming. Count on your other students to support you; they will.
- 3.) If the students can share classroom responsibilities, see that they are given the opportunity. Students can empty the trash, clean the tables, straighten the bookshelves. Developing their self-reliance builds their self-esteem — a basic element of the curriculum. You then become co-workers in education.
- 4.) Vary your teaching techniques between individual, small group and whole class presentations and activities.

Paper Work: All Those Teacher Files

Efficient organization in the classroom requires a filing cabinet or two to hold certain records and materials that you, your substitute, and your supervisor will want at hand.

Student Records

Set up current student files, making use of alphabetical dividers. Use a letter-size manila file for each student labeled last name first, followed by first name and nickname, if any. Open that file by stapling to the left hand side your copy of the student registration. Add to that side the following items as they become available and applicable:

- Placement test answer sheet
- Placement test results
- Any re-registrations (should the student be dropped and then re-enroll)
- DO NOT STAPLE ANY OTHER ITEMS. This keeps secure and available those forms you and your supervisor will most frequently need.

Other items kept in this folder need not be affixed with staples. They might include some or all of the following:

- Student's incoming survey (if you use one)
- Privacy notification form
- Field Trip Permission form
- High School Withdrawal Form
- Examples of student work and literacy completion point form
- Personal observations notations
- Completed GED Pretest Answer Sheet
- Copy of the Referral to Test on the GED
- Any other personal data required by your district or community college.
- Within this file you have secured all confidential information on a student. This should not be accessible to other students.

Index Card File

On the first day of class, or at registration, have each student write on an index card his or her name, identification or student number, and phone number. This serves as a handy resource when filed alphabetically in a card file close at hand. Refer to it to complete weekly and monthly paperwork or to call a student. You might also wish to add to the card the Placement test scores, student number and demographic information, such as race and gender. Keep one alphabetical file on current students. When a student withdraws, move that student's file card into another alphabetical group to the rear. When a particular student re-enrolls, the card can be moved back into the active file.

Student Work Files

Locate each student's work file in a set of hanging files in a file cabinet drawer or in a plastic crate located near the entrance to your classroom. Inside the hanging files, which are tabbed alphabetically with the students' last names, each student can keep his or her personal work file with its attached assignment sheet. The assignment sheet organizes tasks by standards and benchmarks so that literacy completion points can be documented. As the student arrives each class day, he or she removes the manila folder from the hanging file, picks up books from the bookshelf, and immediately begins work. Completed assignments, assignments in progress and handouts accumulate in this file. The teacher can return checked assignments to this work file.

At the end of the class day, the student returns the manila work folder to the hanging file where it will be available for the next day's work.

When a student withdraws from the class, remove that student's hanging file and work folder. Store the work folder in a place where it can be retrieved if the student returns. Recycle the hanging file for a new student.

Procedures: Directing Students to Direct Themselves

Taking Attendance

Place a sign-in sheet at the entrance to the classroom, preferably next to the students' work files. The following format works well and a sample for you to copy follows at the end of this article:

DATE: _____		ATTENDANCE SIGN-IN		
NAME	TIME IN	TIME OUT	TOTAL TIME	
_____	_____	_____	_____	_____

Wide spacing on this form will encourage signatures large enough that you will be able to read the names from a standing position. That is a good way to refresh your memory when you have forgotten a new student's name. You will want to use a student's name frequently in conversation, especially when greeting him/her upon arrival each day.

This sign-in sheet affords you accuracy in completing the Daily Attendance report. It also serves as a record of students in the classroom should you be required to vacate the room for a safety reason such as a fire.

SAVE THE SIGN-IN SHEETS. They will be valuable as a reference for attendance questions.

Registering Students

Completing a substantial amount of paperwork on Day One of student attendance will make your life easier and give your student a task he or she can complete successfully.

Prepare about 50 new-student packets before the semester begins. Replenish the supply as it dwindles to ten or fewer packets.

I recommend a student packet include the following. It is best to have the student complete the forms in pencil to allow for correction.

1. Letter-size manila file folder with a blank file label. (Direct the student to print his/her name — last name first— on the label.)
2. Blank assignment sheet stapled to the inside left of the folder.
3. Registration form. (Observation of the ability to complete this form gives you an early clue to the student's literacy level. Offer help if it seems needed.)
4. Index card and instruction sheet. This index card is a shorthand key to student information (see Index Card File section above). The instruction sheet can be saved and reused the next time you compile a packet.
5. Other forms required by your district or community college, possibly a Privacy form, a Field-trip Permission form, and Internet Permission form.
6. Initial Interview Form.
7. Printed classroom policies and safety instructions.
8. Your business card indicating a phone number your students can give to childcare providers or can use to leave messages for you.

Clip the entire new-student packet together. After a student completes these papers, sort them as follows:

To the Teacher's File:

Registration
Internet form
Index card and instructions
Other district or community college required forms
Interview sheet

To the Student's Work File:

Folder with attached assignment sheet
Classroom policy and safety instructions, signed

Things to Consider as You Plan for Adult Learners

Classroom Arrangement

- Do the desks and chairs provide space for both independent and collaborative learning?
- Are any of the desks or chairs too isolated, too near a vent, or too near a busy entrance?
- Are any of the desks or chairs uncomfortable?
- Where will you meet with students to discuss confidential matters?
- Where will groups work that will not disrupt quieter, more individualized study?
- Is the lighting good enough?
- Is there adequate workspace?
- Are there any distracting noises that could be eliminated, such as a loud air-conditioner or a squeaky door?
- Where is the clock?
- What of interest do you have on the walls?
- What message is sent through colors, images, and words in the room?
- Are books easily available and easily storable?
- Where will you keep student records, your gradebook, forms that will be needed more than once and other paper resources?
- Where will you put the sign-in sheet? Where will you file it at the end of the day?

Classroom Management

- How much of the classroom agenda do you set and how much do students get to set for themselves?
- How flexible is your agenda?
- What is the daily routine and how will your students know about it?
- What are the classroom rules and how will your students know about them?
- What are the consequences of breaking the rules and how will your students know about these consequences?
- How will students learn each other's names?
- How will you celebrate student successes?
- How will you prepare your students for visits from professional members of the community?
- How will you and your students keep track of their progress? What filing system will you use?
 - Where will records be kept and who will have access to them? Will there be only certain times that students may access records, like the beginning and end of class?
- How will books be shared, borrowed, returned?
- How will computer time be arranged?
- What optional activities are you offering?

Student Interaction (For consideration after class has begun)

- Which students consistently sit near each other?
- Do students interact voluntarily or only after direction from you?
- Do students interact with everyone else in the class or only some people?
- Which students rely on you too much?
- Which students ask you too few questions?
- Which students are strong in language? Math? Writing? Reading?
- Which students have a strong need to be physically active? What accommodations can you make for their kinetic intelligence?
- Which students show leadership?
- Which students offer humor to the classroom?
- Which students are expected by their peers to always have the right answer?

Professional Development

- What new strategy have you tried this term?
- What new lesson plan have you prepared this term?
- What established practice did you modify?
- What new idea have you read about adult education this term?
- What other practitioner have you worked with, shared ideas with, asked questions of this term?
- What have your students taught you this term?

Sample Daily Schedules

11:00 a.m. -1:30p.m. Two days a week

- 11-12:15 Individual work
Self determined
Reading, Language, Math
- 12:15-12:45 Group activity
- 12:45-1:30 Individual work
Self determined
Reading, Language, Math

9 a.m.-12 p.m. Five days a week

- 9-10 Writing
Journals, Computer (Resumes), Affirmations
- 10-11 Math
Work Force Readiness
- 11-12 Reading
Newspapers, Short stories, PassKey

First 15 minutes – writing in journal
Everyone gets computer time
Individualize lessons and be flexible

8 a.m.-11 a.m. Five Days a Week

- 8-9 Math
Large group instruction
Small group/Individual assignments
- 9-10 Language Arts
Journals Grammar
Essays Spelling
Reading
- 10-11 Workforce Readiness (one day)
Independent work (word processing; SkillsBank; silent reading)
Newspapers (one day)

8:30 a.m.-11:30 a.m. Five Days a Week

8:30-9:30 Reading

9:30-10:30 Writing

10:30-11:30 Math

On Fridays drop one subject and do Workforce Readiness

6 p.m. -9 p.m. Three Days a Week

6:00-6:45 Math (Individual)

6:45-7:30 Language (Individual)

7:30-8:15 Reading (Individual)

8:15-9:00 Workforce Readiness (Group)

This schedule is flexible to the individual needs of the student.

9 a.m. -12 p.m. Five Days a Week

9:00-9:15 Silent Reading

9:15-10:00 Individual folders (students have work in all subjects and can choose the subject they want to work on)

10:00-10:30 Group Activity (Mon-essay writing; Tuesday-computer skills; Wednesday-Workforce Readiness; Thursday-Newspaper; Friday-Grammar)

10:30-10:45 Journal Writing

10:45-11:15 Math group

11:15-12:00 Individual folders

Name: _____

Site: _____

Date: _____

Individual Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Sample Individual Student Schedules

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Reading	Reading	Reading	Reading	Reading
9:15-10:00	Math Group	Math Group	Math Group	Math Group	Math Group
10:00-10:30	Group Activity: Essay Writing	Group Activity: Workforce Readiness	Group Activity: Computer Skills	Group Activity: Workforce Readiness	Group Activity: Language
10:30-11:15	Indiv. Folders	Indiv. Folders	Indiv. Folders	Indiv. Folders	Indiv. Folders
11:15-12:00	Computer Skills; WFR	Computer Skills; WFR	Computer Skills; WFR	Computer Skills; WFR	Indiv. Folder

Individual Folder time includes working in workbooks doing Math, Reading, Writing, Science, and Social Studies.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Reading	Reading	Reading	Reading	Reading
9:15-10:00	Computer Skills; WFR	Computer Skills; WFR	Indiv. Folders	Computer Skills; WFR	Computer Skills; WFR
10:00-10:30	Group Activity: Essay Writing	Group Activity: Workforce Readiness	Group Activity: Computer Skills	Group Activity: Workforce Readiness	Group Activity: Language
10:30-11:15	Indiv. Folders	Indiv. Folders	Indiv. Folders	Indiv. Folders	Indiv. Folders
11:15-12:00	Math Group	Math Group	Math Group	Math Group	Math Group

Individual Folder time includes working in workbooks doing Math, Reading, Writing, Science, and Social Studies.

Dealing With Disruptive Behavior

- First:** Let your students know that you are aware of what is going on in the classroom, especially if it is disruptive, but also if it is positive. Be aware and comment on students' behavior and work habits frequently.
- Second:** Plan the transitions of your class. Make sure that students know how to end one task and begin another and move from group work to independent work. Confusion about how to change tasks can result in disruption.
- Third:** Alter the composition of small groups as needed or at random. You may move students to prevent a bad situation from getting worse, or you may move students so that they develop skills in forming relationships and working with a variety of people.
- Fourth:** Challenge students to good work habits and behavior. Acknowledge their strengths and then make a plan with rewards for improving weaknesses. For example, a student who struggles staying focused on reading silently could be rewarded with 5 more minutes of group reading time for every extra 5 minutes he spends reading silently and correctly answering questions.
- Fifth:** Keep your assignments interesting and applicable to real-world situations. The more interested students are in an assignment, the less likely they are to be disruptive. If your student needs to work on reading skills and your student loves baseball, find an appropriate baseball book for her to read.

Source: Managing Disruptive Student Behavior in Adult Basic Education. Overview. ERIC Digest No. 54. ERIC Identifier: ED272700; Author: Harrison, Cheryl

Source: ERIC Clearinghouse on Adult Career and Vocational Education Columbus OH.

Found online at http://www.ericfacility.net/databases/ERIC_Digests/ed272700.html

Project Success

Submitted by Kathy Lowe

Brevard County's Exceptional Student Education and Adult Education began classes this year for adults with mild disabilities called "Project Success." I highly recommend this project.

What has been most successful for our students and what is being endorsed as a model for ABE classes in adult education are simple classroom procedures followed every day. The classroom procedures are posted in the room on a poster along with a Lifeskills poster and a Lifelong Guidelines poster from the Susan Kovalik model, an integrated thematic instruction model. (The source for these posters is listed below and a sample follows this article.) Besides these posters, a daily quote is posted which students read as they enter the room each day and respond to by writing in journals and by writing affirmations, such as "I can..." and "I will..." The daily quote is discussed in small group discussion.

The teacher in one of our Project Success classes said that this quote of the day activity has been the number one attitude changer in her class. She also said that the posted procedures are good for her and for the students, making procedures clear, stable and objective instead of murky, changing and subjective.

I highly recommend trying this model in your classroom. It is easy to implement and all the lifeskills and lifelong guidelines are really employability skills, too.

Poster Source:

ITI: The Model

Integrated Thematic Instruction by Susan Kovalik

Distributed by Books for Educators

P.O. Box 20525

Village of Oak Creek, AZ 86341

(602) 284-2389

Classroom Procedures Project Success

(To be posted in each classroom for all to see!)

Class motto posted on separate piece of paper:

- ✓ **Be Punctual**
- ✓ **Be Prepared**
- ✓ **Be Courteous**
- ✓ **Be Your Best**

1. Fill in your time card with date and time entered each day you are in class.
2. Read the “Quote of the Day” and “Vocabulary Word of the Day.”
3. Go to seat and write in your journal thoughts about the quote of the day and what you think the word of the day means. Write three affirmations in your journal...ex. I am thankful for....I will....
4. Class meeting and discussion of quote of the day and interesting events.
5. Break into centers or folder/seat work.
6. Group activity/activities/instruction (Career Quest or Life Centered Career Education, etc.)
7. Evaluation of the day discussion.
8. Fill in time card with time before leaving.

For teachers:

Can post a daily agenda if differing from procedures or listing actual group activities.

Utilization of Classroom Volunteers

By Frances Riotte

Your teaching will be enhanced and your stress level will be lowered by using the volunteers who may come to you from the community. Council of Volunteer Reading Tutors, Literacy Volunteers of America, and other groups are anxious to help. Other sources include your own friends and acquaintances who show a positive interest in your work. If you make volunteering a rewarding and productive time for an individual, they will bring others to serve in your classroom. Most volunteers are excited about working directly with a student. Others are willing to help with house-keeping and clerical tasks. Be sure to contact your county school office or adult education volunteer coordinator for any needs you have. You, however, are the best resource for finding the type of person with whom you can most easily work.

Volunteer help in teaching your students is NOT a negative reflection on your abilities. Keep in mind that, in a three-hour class of 15 students, you only have available about 12 minutes per student for individual attention. Many of your students will need much more than that. In addition, some volunteers enjoy helping with clerical and organizational tasks — copying and collating, putting shelves and cupboards in order, even cleaning. These volunteers benefit your student by showing how interested others are in their success and they free your time to teach. **USE THEM!**

I have learned from experience that there are some keys to making work with volunteers successful for me, the volunteer, and the students. Try my ideas, but adapt them as necessary. Talk about your program to others. At every opportunity, invite prospective volunteers to visit your class. Do not allow a prospective volunteer to commit to work with you until he or she has a feel for what the experience will be like.

Have each classroom visitor complete a personal information form. Most counties have their own form, which they are using in elementary and secondary schools. This form is necessary for several reasons:

1. To allow you or your office to contact the volunteer when necessary
2. To submit to the school board for approval in some counties
3. To provide workman's compensation coverage for volunteers in the performance of their duties.

Keep a copy of this form for yourself and submit the original to the appropriate office. Keep a written record of volunteer hours —even for just a single visit. Post each volunteer's volunteer hours form in an easily accessible place so that the volunteer can record his/her hours upon leaving the classroom. Suggested locations include the back of a door or the side of a filing cabinet.

Treat each volunteer as a professional and demand that your students do the same. Volunteers not only help teach and organize; they build the self-esteem of your student and enhance the value of the adult education program in the eyes of the community. Introduce the volunteer individually to each student. (Ask the volunteer if he/she prefers to be called by first name or formal title.)

Provide your volunteer with a printed summary of expectations and procedures. Encourage the volunteer to ask questions about anything, anytime. Do not abandon your volunteer to figure out what to do — although many will eventually fall into the pattern of developing procedures of their own. As long as they complement what you do, rejoice. If you feel a volunteer's manner or method is hurting the student, do not hesitate to discuss it with the volunteer. Your **STUDENT** is your first responsibility.

Show flexibility. If a volunteer cannot keep a scheduled time commitment, be gracious. This encourages the volunteer to return without guilt.

Give the volunteer something to do! On the first visit, they may choose only to observe.

But, if possible, engage the person immediately with a student. Explain your assignment system and ask the volunteer to simply sit with the student. Provide the volunteer with a duplicate book, if possible, and just ask them to follow along and offer help if the student so requests.

Once you are familiar with the volunteer's demeanor and capabilities, you may wish to assign him or her to work with a particular student. In that case, consult privately with both parties before and after their first session together to assure yourself that the relationship is satisfactory to both. Try to at least get a general feel after each volunteer tutor visit of how things are going. **DO NOT HESITATE** to terminate student/volunteer commitments if either party seems dissatisfied. There is always another student who needs help and another volunteer who will fill a need. Encourage the student and volunteer to exchange phone numbers so that they can notify each other directly if one or the other will not be able to make their scheduled session together. Try to build their reliance upon one another without you in the middle. You are not being replaced; you are being augmented. In some situations volunteers do not wish to give phone numbers. There should be another alternative.

Encourage your volunteers to be flexible enough to assist someone else if their particular student is absent.

Thank your volunteers often, equally, and profusely. Be sure you greet them each time they arrive and express your gratitude as they leave. You should encourage students to do the same. From time to time (holidays, Volunteer Appreciation Week) you may want to give them a small token of your gratitude, or your students can make or sign a card.

Use volunteers to accompany you on field trips or to stay in the classroom with non-participants when you are on a field trip.

Often you will discover a particular teaching talent among your volunteers. Ask the talented person to present a short lesson on something they love — a place they have visited, a math problem they have created, etc. The students will love it, and you will get a break.

Each year, nominate one or more of your volunteers for Volunteer of the Year recognition. The experience will encourage them to increase their participation and to invite others to join them.

Expect respect from your volunteer. If you find yourself engaged in conflict or one-upmanship with a volunteer, it might be best for the volunteer to find another class in which to work. Refer such problems to the Volunteer Coordinator in your district as soon as possible.

Collaborating with Volunteer Agencies

The trend in grant funding is to award monies to grant proposals that show evidence of collaboration between agencies. This cuts down on duplication of services and helps our students get the most help they can. Following are some tips for establishing a partnership between your school or classroom and a volunteer agency. The brochures “Partnerships for Powerful Proposals” and “Collaborative Connections” may not be copied but are available free to you by request. Fax your request for brochures to the Palm Beach County Literacy Coalition, attention Darlene Kostrub, at (561) 265-3579.

- Have all agencies committed to a common goal.
- Designate a strong chairperson or facilitator.
- Look at successful users of the system, and analyze what works.
- Include target audience clients / participants / consumers on the team; their input is critical to the design.
- Allow adequate incentives for members to attend meetings (i.e., meals, mileage).
- Develop clear, detailed group goals, and a mission statement from the start of the project.
- Build trust among members. Try to iron out turf issues early.
- Keep group size manageable, so things get done more quickly and easily.
- Enlist and maintain the support of top-level administrators with decision-making authority.
- Train staff for interagency work.
- Be flexible and open to possibilities, unforeseen events and new opportunities. Adjust to the changes, if necessary.
- Develop common vocabulary terms.
- Educate all team members about the range of services each agency provides.
- Allow for adequate time to achieve group consensus, complete tasks and plan projects.
- Maintain regular communication—meetings, correspondence, and phone contacts among members.
- Recognize that each agency has a different set of priorities to take into consideration, but maintain a sense of equal importance for each agency on the team.
- Ensure that funders will 1) remain involved in helping teams develop their plans and

2) provide on-going technical assistance.

- Have a product or concrete results to show for the team's efforts. Share it among members so there is a sense of accomplishment. Celebrate.

SOURCE:

Interagency Coordination and Collaboration: Steps For Success by Diane Pecoraro, Minnesota Department of Children, Families, and Learning, November, 1997.

From: Spring Institute for International Studies (ELT), Technical Assistance for English Language Training Projects 1997-1998, Sponsored by the Office of Refugee Resettlement.