Working Together

School-Family-Community Partnerships
A Toolkit for New Mexico School Communities

Module 4:
Increasing Volunteerism
The Toolkit was sponsored by New Mexico Public Education Department (NMPED) and developed by the Center for the Education and Study of Diverse Populations (CESDP).

- It is based on the six national standards for family involvement of the National PTA.

- It is available in hard copy, on CD, and on the web: www.ped.state.nm.us
  www.cesdp.nmhu.edu
Overview of Six Toolkit Modules

1. Improving Communication
2. Promoting Positive Parenting
3. Enhancing Student Learning
4. Increasing Volunteerism
5. Supporting Decision Making and Advocacy
6. Collaborating with the Community
Goals for Module 4

• Recognize and value the diversity of experience and knowledge volunteers offer.

• Understand importance of structure and systems to successful volunteer efforts.

• Identify challenges to effective volunteer experiences and strategize solutions.

• Develop techniques for creating effective, culturally responsive volunteer opportunities.
The New Mexico 3-Tiered Licensure System includes competencies and differentiated indicators that apply to 

**Module 4: Increasing Volunteerism**

This training can assist in fulfilling requirements for Teacher Professional Development Plans (PDP).
Competency 2

The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.

Relevant Master Teacher – Level III Indicator:

C. Demonstrates effective integration of a variety of resources and learning experiences into the curriculum.
Competency 4

The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.

Relevant Master Teacher – Level III Indicator:
D. Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.
The teacher works productively with colleagues, parents and community members.

Relevant Master Teacher – Level III Indicator:
D. Engages parents and community members productively in the work of the school.

For more information and a complete listing of competencies and differentiated indicators visit www.teachnm.org
Activity: Teacher Self-Assessment

- Divide into small groups of no more than six.
- Individually, complete and date the Teacher Self-Assessment Rubric for Increasing Volunteerism included in the handouts.
- Discuss findings as a small group and record strengths and needs.
- Discuss how you may be able to use this rubric in a teacher PDP.
- Report out to the group.
Benefits of Volunteering

Enabling families to build on their own strengths and capacities promotes the healthy development of children.

Source: Family Support America, 2000

“Volunteer “ not only means those who come during the school day, but also those who support school goals and children’s learning anyway, any time.

Source: Epstein, 2002
Students may:

• receive more individualized help;

• learn to work with others that may have differing skills, knowledge and talents;

• benefit from someone who speaks their native language and understands cultural influences; and

• receive the message that school and education are important to family.
Benefits to Volunteers

Volunteers can:

• increase understanding of what children’s school life is like;

• share knowledge or areas of expertise;

• provide a message to children of the importance of school and of volunteering in the community; and

• realize that there are varied choices as to how one might volunteer.
Benefits to School and Community

The school and community can:

• develop partnerships between home and school;

• support a positive learning environment that says the community cares about its students; and

• save financially from services provided by volunteers.
Common Misconceptions

- Families who don’t visit school, don’t care about their child’s education.
- Good family involvement “looks” a certain way.
- All families respond to the same strategies.
- Families who are busy and/or struggling financially can’t support the school.
Foundation for a Successful Volunteer Program

- Expectations
- Accountability
- Clarity
- Consistency
- Connection
Recruitment & Retention of Volunteers

- Offer volunteering opportunities, both in and outside of school.
- Establish volunteer procedures and school protocol.
- Match family strengths with school needs.
- Educate and assist teachers to effectively use volunteers as resources.
- Show appreciation for volunteer participation and contributions.
Activity: Climate and Survey

• Create a climate where parents feel valued and welcome. Refer to handout:
  - Building Family-Friendly Schools

• Survey skills, interests, and availability of parents. Refer to handout:
  - Volunteer Survey
Activity: Challenges and Solutions

• What is challenging about increasing volunteerism?

• What are some solutions to the challenges?

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity: Using Volunteers

- Review and discuss the handouts:
  - Volunteering Project Ideas
  - Strategies for Involving Volunteers

- Make a list of activities you do now that include volunteers (remember to include attendance at events).

- List areas where increased volunteerism is needed at the school.
Activity: Volunteer Job Descriptions

• Title: Volunteer title
• Who: Volunteer needed to...
• What: Details about needs
• Why: Benefits to all involved
• Where: Where to find supervisor
• When: Day(s), time, commitment
• How: Qualifications, requirements, or conditions
Best Practice Recommendations

- Let all families know that their time and talents are welcomed and valued.
- Survey families regularly to identify interests, talents and availability.
- Organize volunteer work by providing training and matching time and talents with school, teacher, and student needs.
- Recognize efforts of volunteers.
- View the Toolkit on the web or CD and utilize the RESOURCES in the Teacher Tools and Family Tools for this module.
Activity: Teacher Reflection

• Reflect on the workshop and the strategies you have learned to increase volunteerism.

• Refer again to the **Teacher Self Assessment Rubric**.

• Then review the **Teacher Reflection Tool** for this module and take 10 minutes to *individually* complete the Plan for Improvement Column.
Teacher Tools Resources

- Worth a Click Links
- Building Family-Friendly Schools
- Volunteering Project Ideas
- Tips for Managing and Involving Volunteers
- Guidelines for Volunteers
- Show Appreciation to Volunteers
- Make Room for Father
- Volunteer Survey and Job Description Template
- A Skills and Experience Inventory
Inside the *Toolkit*

**Family Tools Resources**

- Worth a Click Links
- Guidelines for Volunteers
- Volunteer Survey
- Skills and Experience Inventory
- Ideas for Volunteers
- Father-Friendly Schools
Activity: Where do we go from here?

How can we use what we learned in this workshop in our schools, homes, and communities?
To Learn More:

- Access the complete School-Family Partnerships Toolkit with resources, references, and websites at:
  www.ped.state.nm.us
  www.cesdp.nmhu.edu

- Complete Evaluation Form
CERTIFICATE OF COMPLETION

is hereby awarded to ____________________________

For the Completion of
Professional Development Workshop
Module 4: Increasing Volunteerism

Working Together: School-Family-Community Partnerships
A Toolkit for New Mexico School Communities

__________________________________________

__________________________________________