THE EFFECTS OF A CLASSROOM VOLUNTEER PROGRAM ON ACHIEVEMENT, SELF-CONCEPT, AND BEHAVIOR AMONG PRIMARY GRADE PUPILS

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CHAPTER I

INTRODUCTION

Nature of the Problem

The problems of society, both social and economic, are becoming acute. Possible solutions point toward the necessity of making fuller and wiser use of all human potential and resources (Brock, 1976). Many of these solutions appear to beacon a return to shared responsibility among institutions and the people they are to serve via involvement in volunteer work. This is especially true of volunteer work performed by parents and other citizens in schools.

Americans are becoming more aware of the unwieldly responsibilities, problems, and frustrations of educating the nation's youth. This awareness has resulted from an expanding corps of volunteer workers in schools in every part of the nation (U.S. News and World Report, 1977).

The need for volunteer help in the schools is not new. Cabot's (1914) monograph aptly expresses the teachers' dilemma as viewed by many today:

> The public school teacher has become the center of great expectations in the community. She is expected to be the creator and guardian of health, morals, intelligence, and efficiency in the rising generation. But experience shows that no one can succeed alone in such an all-embracing task. The greatest general fails without an army. . . . Public school teachers, facing both technical and human problems, need the experience and the aid of the intelligent public and of the expert (p. 110).

Historically, public schools in the United States were organized through grass roots efforts at the community level and were expected to function as extensions of education in the home (Dobson and Dobson, 1973). Thus, volunteers in schools were used for custodial purposes such as: Clerical help, playground and cafeteria help, library aides, and other routine non-teaching tasks (Jamer, 1961; Janowitz, 1965). However, a complexity of new understandings about learning and motivation, spurred by increased concern over the quagmire of problems accompanying the education of children, has created a "new force in education" (Carter and Dapper, 1974, p. 1).

No longer confined to traditional tasks housed on the periphery of education, school volunteers are becoming more involved in the business of learning and, in fact, every aspect of public education. Research on the interactions of parents, teachers, and the community --and their effect on children's learning--provides a rationale for increased community involvement (Hager, 1977).

For example, the impact of the James S. Coleman Report (cited in Hager, 1977) goes beyond the issues relating to integration:

> . . . taking all these results together, one implication stands above all: that schools can bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school (p. 325).

Although many school volunteer programs are supported mainly by parents of school aged children, reports show that volunteers come from all backgrounds and all age groups; both men and women, girls and boys. They include housewives and mothers, college students,

retired persons, career women and professionals, businessmen and businesswomen--people who are willing to give one or more hours a week for the benefit of helping children (McGuire, 1974).

Several studies, books, monographs, and articles report the "successful" use of volunteers in helping students improve in basic skills achievement, self-concept, and attitude towards school [behavior] (Janowitz, 1965; Fink, 1962; Campbell, 1967; Coopersmith, 1967). Many of these reports attribute the observed positive increase in pupil achievement and behavior to the use of volunteer tutors (Rosenshine and Furst, 1969; Ham, 1977; Warwick, 1978).

A major factor limiting the theoretical significance of many of these studies is the lack of statistical evaluation. Rosenshine and Furst (1969) identified 16 studies in their research review in which the effects of volunteer tutoring were measured using student achievement. In six of the studies examined, posttest achievement scores for tutored pupils were found to be, in statistical terms, significantly superior to scores of control groups. These studies also indicated provision for definite tutoring procedures: Specific training for the tutor or a highly structured tutoring program.

Two other studies were reported as "successful"; however, there were nagging questions about the design and outcome measures. Also, in this review, tutoring projects were classified as "successful" or "unsuccessful." "Successful" included all studies in which at least one of the tutoring objectives was achieved as measured by objective tests.

Four studies reporting objective data on the effects of tutoring were found to be inconclusive and the remaining projects reported

no statistically significant differences between the pupils in the experimental and control groups. Objective measures of affective changes (self-concept and/or attitude towards school) were either nonexistent or showed no significant difference due to tutoring programs.

Rosenshine and Furst (1969) concluded their research review by emphasizing the need for more evaluative studies of tutoring--using objective statistical data. They believed this was essential whether or not the reports were favorable to the tutoring project. They also urged more efforts at replicating successful programs and program components.

Major Research Questions

1. The purpose of this study was to investigate the effects, if any, of classroom volunteers on reading and math achievement, self-concept, and teacher perceived behavior among pupils in grades one through three.

2. The research problem in this study was reflected in the following question: Will achievement (reading and math), self-concept, and behavior scores of a group of primary children who have had direct and indirect contact with classroom volunteers be significantly different from achievement, self-concept, and behavior scores of a similar group of primary pupils who had no contact with classroom volunteers? The specific questions asked were:

Research Question One: Will the difference in the average change rates between pre and posttest achievement scores for first grade pupils be greater for the experimental group (volunteer

treatment) than the control group (no volunteer treatment)? Achievement was measured using the following subtests:

- Visual Discrimination
- Auditory Discrimination
- Letters Recognition
- Listening
- Math Concepts.

Research Question Two: Will the difference in the average change rates between pre and posttest self-concept scores for first grade pupils be greater for the experimental groups (volunteer treatment) than the control group (no volunteer treatment)?

Research Question Three: Will the difference in the average change rates between pre and posttest behavior scores for first grade pupils be greater for the experimental group (volunteer treatment) than the control group (no volunteer treatment)?

Research Question Four: Will the difference in the average change rates between pre and posttest achievement scores for second grade pupils be greater for the experimental group (volunteer treatment) than the control group (no volunteer treatment)? Achievement was measured using the following subtests:

- Auditory Discrimination
- Letters Recognition
- Listening
- Vocabulary
- Comprehension
- Math Concepts
- Math Computation

Research Question Five: Will the difference in the average change rates between pre and posttest self-concept scores for second grade pupils be greater for the experimental group (volunteer treatment) than the control group (no volunteer treatment)?

Research Question Six: Will the difference in the average change rates between pre and posttest behavior scores for second grade pupils be greater for the experimental group (volunteer treatment) than the control group (no volunteer treatment)?

Research Question Seven: Will the difference in the average change rates between pre and posttest achievement scores for third grade pupils be greater for the experimental group (volunteer treatment) than the control group (no volunteer treatment)? Achievement was measured using the following subtests:

- Letters Recognition
- Listening
- Vocabulary
- Comprehension
- Math Concepts
- Math Computation

Research Question Eight: Will the difference in the average change rates between pre and posttest self-concept scores for third grade pupils be greater for the experimental group (volunteer treatment) than the control group (no volunteer treatment)?

Research Question Nine: Will the difference in the average change rates between pre and posttest behavior scores for third grade pupils be greater for the experimental group (volunteer treatment) than the control group (no volunteer treatment)?

Background and Value of the Study

In recent years, educators have received more and more assistance from people in the local community. Initially, housewives and students served as volunteers. Today, volunteers include businessmen, retired citizens, and anyone else who has free time and is willing to share it with young people--either to assist them in subjects with which they are having difficulty, to enrich them culturally, or to improve their self-image (Caplin, 1970).

Tutoring has become a major component of most volunteer programs. The rationale for this practice includes the following: The volunteer can attend to the particular learning difficulties of his pupil, thus truly individualizing his instruction; he can provide practice, corrective feedback, and reinforcement in the form of praise and assessment of progress (Rick, 1975).

Further, positive side effects of volunteer tutoring programs may generalize so that the pupil may grow in aspiration and self-esteem (Rick, 1975). The tutoring of low-achieving pupils has provided the greatest impetus for evaluative statistical reporting on volunteer activities. However, the number of objective assessments of volunteer tutoring programs is minimal in relation to the number of such programs in existence. Recently, the need for objective evaluations has intensified because of demands to expand volunteer tutoring programs, as well as use of federal and state funds to support the programs. Another purpose of this study was to evaluate a pilot classroom volunteer program which provided teachers and students, in 16 elementary classrooms, with the services of volunteers.

Volunteers were trained to provide services in the areas of reading and math management (record-keeping), storytelling, arts and crafts, teacher assistance, cultural enrichment activities, and individual and small group tutoring. A major focus of the evaluation was placed on providing tutoring assistance in reading and math to students selected by the classroom teacher to receive extra help. Four standardized instruments were employed to provide objective data for the evaluation.

The results of this study will provide the school district in which this investigation was conducted with objective statistical information which will help decide the future of the volunteer program. Finally, the results of this study may be used to plan and improve future classroom volunteer programs of this nature.

Assumptions

The assumptions which underlie this study include the following:

1. All classroom volunteers received the same information during training sessions--specifically in the service areas of individual and small group tutoring.

2. Classroom volunteers perceived and following prescribed directions communicated to them during the training sessions--the "structured" tutoring format and the listener program.

3. Parents and other lay resource people can be trained to improve learning via direct and indirect contact with students within the classroom structure.

4. One-to-one or small group relationships between the volunteer tutor and student(s) facilitates increased learning opportunities for students in the areas of reading and math.

5. Children with minimum learning problems benefit from increased individual attention in the classroom.

6. Children who receive increased attention in school tend to improve in self-esteem.

7. Children who experience increased learning success tend to feel better about themselves and school.

Limitations of the Study

1. The collection of data was limited to four classes of students in grades one through three who participated in the classroom Volunteer Program Pilot Program in Independent School District No. 30.

2. The study was conducted for eight months during the 1981-82 school year.

3. Interpretation of these data was limited to statistical comparisons of reading and math sub-tests, the pupil self-concept scale, and the teacher's pupil behavior rating profile scale.

4. The volunteer program used in this study was developed and implemented by the researcher under the sponsorship of Independent School District No. 30.

5. Training sessions for classroom volunteers for individual and small group tutoring were conducted by the researcher. Training provided volunteers with "listening" skills and a "structured" plan for tutoring.

6. Although volunteers received prescribed directions for tutoring individual and small groups of children, the extent to which volunteers varied in carrying out their duties is not known.

7. Generalizations to students in other classroom volunteer programs may not be valid.

8. The extent to which test results of subjects who relocated or had prolonged absences during the school year, would have influenced the end results of this study, is not known.

9. It was noted during the study that two second grade classrooms in the experimental group received the services of a paid teacher aide in addition to the services of classroom volunteers. These two classes were eventually dropped from the study.

10. The "Hawthorne" effect may have been operative. It could have been that teachers, students, and volunteers' enthusiasm or lack of enthusiasm had considerable effect upon the experimental results.

11. The classroom teachers' attitudes toward the use of volunteers may have been superficial. Although teachers were given the option of participating in the study by their administrator and all expressed gratitude for having volunteers, it is not known if this attitude prevailed for all participating teachers throughout the study.

12. The average change in scores in achievement, self-concept, and academic behavior might reflect regional, socioeconomic, of cultural differences.

Definition of Terms

Kerlinger (1973) states that:

> An operational definition is a specification of the activities of the researcher in measuring a variable or in manipulating it. An operational definition is a sort of manual of instructions to the investigator (p. 31).

For purposes of this study, the following terms were operationally defined:

Volunteer Tutor - A person who, after orientation and training by school personnel, agrees to spend a minimum of two hours per week in a classroom working with individual students or small groups of students in the area of reading and math, following the directions of the teacher. No remuneration was offered for these services (Ham, 1977).

Volunteer - A person who works, without remuneration, regularly in schools to support the classroom efforts of professional personnel (Warwick, 1978).

Classroom Volunteer Program - An organization of people who work in classrooms under the direction of teachers to strengthen the classroom program and to offer special skills to enrich students' educational experience (Warwick, 1978).

Volunteer Training - Planned meeting opportunities in which information is communicated to the volunteers concerning the school, the classroom, and students. The training is designed to aid the volunteer in the effective and efficient performance of their assigned tasks.

"Structured" Tutoring Program - Prescribed components necessary for effective tutoring: (1) The tutoring relationship, (2) Instructional materials, (3) Training tutors in the use of prescribed procedures and materials, and (4) Management: Instructional objectives and a plan for obtaining those objectives (Harrison, 1975).

Listening - Volunteers' use of the basic "attending" skills and "active" listening skills as prescribed in the Listener Program (National School Volunteer Program, 1979).

Basic Skills - Reading and mathematics skills were measured by several subtests of the Science Research Associates Achievement Test (SRA) (Science Research Associates, Inc., 1981).

Self-Concept - What an individual believes he is as measured by the Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself (Piers and Harris, 1969).

Behavior Rating Profile - An asessment of students' overt behaviors as they relate to the school setting as measured by the Behavior Rating Profile: An Ecological Approach to Behavioral Assessment (Brown and Hammill, 1978).

Primary Grades - Grades one, two, and three or non-graded classes that are administratively synonymous with grades one through three.

Direct Contact - Volunteers who work with pupils on a one-to-one or small-group (2-5) basis. This type of contact would be for the purpose of providing "special help" or enrichment opportunities for these (teacher selected) children.

Indirect Contact - Volunteers who work with the whole class or provide assistance to the teacher which eventually benefits the whole class (i.e., setting up interest or learning centers, adminstering math levels placement tests, instructing the whole class on special interest projects).

Summary

Community involvement with the school appears to be an emerging

emphasis in educational thinking. Today, in the aftermath of the development of the school volunteer concept, meaningful as well as imaginative efforts are unfolding to provide an impetus for real involvement in the nation's most important business--the education of children.

This research project was designed to examine the effectiveness of a classroom volunteer program on reading and math achievement, self-concept, and teacher perceived behavior among pupils in grades one through three. Four standardized instruments were employed to provide objective data for the study. An overview of the study has been given in Chapter I. Chapter II will examine pertinent research studies which influenced the current investigation.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In this chapter, the review of literature is divided into three sections. An overview of the historically expressed need and use of volunteers in schools is considered initially. Selected studies reporting on the effects of volunteers on achievement in reading and math, self-concept and pupil behavior, follow. Finally, delineation of how the proposed study will contribute to existing literature is discussed.

Volunteers in Public Education

Volunteers have long been involved in public education in America. The extent of their need and use has varied according to the social needs of society. For example, when the colonies began, there were few state supported schools. Most instruction, direct or indirect, was under the leadership of the various churches (Ellis and Noyes, 1978). "Accordingly, the first schools built in America were founded and supported by religious groups" (Ellis and Noyes, 1978, p. 21). The philosophy established by the Puritans in New England espoused the belief that the public school exists to secure and advance the welfare of the public. This belief provided an impetus for active citizen participation in the development of an education system

and, subsequently, remained an important American ideal (Ellis and Noyes, 1978).

As demands on schools to accept more responsibility increased, public support and involvement was encouraged and sought after. An example of these often times melodramatic appeals for school involvement is expressed by Cabot (1914):

> Two salient facts jut out in public school education at the beginning of the twentieth century:
>
> 1. That the so-called social activities of the school--movements for health, vocation, recreation, morals, citizenship--are making new demands on the strength of the teachers and financial resources of the city.
>
> 2. That it is precisely in movements such as these that the wide-awake public is interested and ready to spend money and strength.
>
> Put these two facts together and the moral is almost inevitable. We must train the interested public to give its money and its strength wisely (p. 106).

"Since the early 1930's, nearly every significant educational conference has advocated the need for the home and school to enter into a partnership of educating children" (Warwick, 1978, p. 12). Organizations such as the National Congress of Parents and Teachers developed in 1929 and the National Citizens Commission in 1949 are further examples of efforts to involve the lay public in education.

The establishment of the National School Volunteer Program (NSVP) in 1964, laid the foundation for the development of aims and objectives for all organized school volunteer programs to follow. These aims include:

1. to relieve the teacher of nonprofessional chores.

2. to offer individual help to children not working well in a group situation (trying to provide motivation and experiences essential for learning),

3. to enrich the school program through community resources, and

4. to stimulate an informed community to more active support of public education (Caplin, 1970, p. 10).

Today, school volunteers are involved in the education of our nation's youth on a more intimate basis. Millions of people in this country contribute volunteer time to provide tutoring services, general classroom assistance to the teacher, cultural enrichment experiences, and various other type services to the school (McGuire, 1974). The literature on volunteer activities listing the benefits of volunteerism and the methods for achieving the benefits is plentiful. However, it is noticeably lacking in two other areas: (1) reporting measurable outcomes, and (2) evaluating the effects of volunteer activities on pupil behavior, and/or academic achievement (Filipszak, Lordeman, and Friedman, 1977).

Within the last decade, more studies have been done, mainly as a result of the many published "how to" volunteer programs. These programs have provoked a call for accountability resulting from public inquiries concerning how tax dollars are spent in schools and evaluation mandates associated with federally funded projects.

Also, the widespread use of volunteers as tutors has significantly increased the number of studies conducted to determine the effects of volunteers on pupil achievement, in particular.

Effects of Volunteers on Pupil Achievement

According to a Syntheses of Research on the Effects of Tutoring:

> Hundreds of teachers and researchers have already written reports on the effects of such programs on children. Although some of the reports are based on subjective impressions and thus are of limited scientific value, other reports describe sound experimental studies in which an investigator compares the performance of equivalent groups of students assigned to classrooms with and without tutoring programs . . . (Cohen and Kulik, 1981, p. 227).

Several reviews of such studies have emerged in recent years (Devin-Sheehan and others, 1976; Ellson, 1975; Fitz-Gibbon, 1977; Rosenshine and Furst, 1969). Although each of these programs concluded that tutorial programs contribute to the academic growth of children who are tutored, two of the reviews (Ellson, 1975; Rosenshine and Furst, 1969) emphasized that significant contributions had been demonstrated only for well-structured and cognitively-oriented programs. Rosenshine and Furst (1969) stated that published evaluative studies investigating the effectiveness of tutorial programs using adults as tutors, support the use of directed, structured tutoring when pupil achievement is the criterion. Further, Hawkridge and Associates (as cited in Rosenshine and Furst, 1969) prepared a review comparing 18 well-designed, successful programs with 27 unsuccessful programs. After completing the review, the following recommendations were made for establishing potentially successful programs:

> 1. Careful planning including clear statements of academic objectives.
>
> 2. High intensity of treatment with instruction and materials directly related to objectives.
>
> 3. Individual attention to pupils' learning problems (p. 29).

These characteristics were observed in varying degrees in the "successful" studies in which at least one of the objectives was

achieved as measured by objective tests. For example, in a series of studies, Ellson et al. (1968) examined the effect of programmed tutoring upon reading achievement of first grade pupils. The programmed tutoring condition directed tutors to lead children through one sight-reading program and six comprehension programs by following specific steps outlined in each program. The program provided direction for the instructional behavior of tutors.

In the first study (Ellson et al., 1968), selected first graders were randomly placed into one of three condition groups: (1) two 15 minute daily sessions of programmed tutoring, (2) one 15 minute daily session of programmed tutoring, or (3) no tutoring. The experiment lasted 28 weeks and took place during school time, and was given in addition to the regular reading instruction. Testing was conducted in September, January, and June.

The June posttest scores revealed that pupils who received programmed tutoring had significantly superior reading scores compared to those of the control ($p < .01$); however, these results were influenced almost exclusively by the group which had two programmed tutoring sessions daily. The scores of pupils who had one tutoring session daily were not statistically superior to the scores obtained by the control group.

During a subsequent year, only one session of programmed tutoring was used for the experimental group. Posttest data for that group were compared with those of the controls (Ellson et al., 1968). The statistical report was not delineated; however, the tutored pupils achieved posttest scores which were superior to those of the controls.

The Cloward (1967) study attempted to assess the effects of the Mobilization for Yourh program in New York City. The study sample included 356 experimental subjects and 157 control subjects who were in the fourth and fifth grades and were reading below grade level as measured by the New York Tests of Growth in Reading.

The students were tutored one or two afternoons a week for a five month period. Tutoring was done by high school students in 11 tutorial centers. Tutors were supervised and provided two hours training per week by a certified teacher.

> By the end of the second month, the typical tutoring session consisted of 30 minutes spent on homework, 30 minutes on reading, 15 to 30 minutes on games and recreation, and 15 minutes for refreshments, roll-taking, and other non-tutorial activities (Rosenshine and Furst, 1969, p. 7).

Differences between the groups in reading growth were analyzed by subtracting pretest raw scores from posttest raw scores and correcting the raw score differences using analysis of covariance. Pretest scores, sex, and grade were included among the covariates. The adjusted mean difference scores were slightly different from the unadjusted mean difference group.

Analysis of the whole group scores indicated that tutored pupils made gains slightly superior to that of the controls; however, this result was not statistically significant. Another analysis was made considering: (1) those pupils who were assigned to be tutored two afternoons a week, (2) those pupils receiving tutoring services one afternoon a week, and (3) the appropriate controls. The adjusted difference scores of pupils tutored two afternoons a week were significantly ($p < .05$) superior to those of the controls.

No significant differences was noted between those tutored one afternoon a week and the controls.

When the results of this study were expressed in grade equivalent scores, those tutored two afternoons a week averaged six months gain in the five month period, those tutored one afternoon a week averaged five months gain, and the controls 3.5 months gain. It should be noted that, at this rate, the most successful group would have to continue in the tutoring program for at least four additional years before they reached grade level achievement in reading.

Glatter (1967), using the least structured tutoring program of all the successful studies, conducted an investigation to determine the effect of nine weekly two hour sessions upon arithmetic and work knowledge scores of 60 underachieving fifth and sixth grade pupils. A second, untutored group served as controls. The tutors were 60 college juniors and seniors. The procedures used in the tutoring program were not specified; however, the meeting times were specified and the primary focus appeared to be upon arithmetic computation.

Low-achieving students participating in the experiment had an average intelligence quotient of 80, as measured by the California Test of Mental Maturity. They were at least one year below national norms on the Iowa Tests of Basic Skills.

The effects of the program were examined using the arithmetic computation and word knowledge subtests of one version of the Metropolitan Achievement Tests--Intermediary Level (MAT). The tests were adminstered during the first and tenth weeks of the program. There was no significant difference on the pretests; therefore, the major hypotheses were tested by comparing the posttest scores for the two

groups. Only 21 of the original control pupils took the posttest. Experimental pupils who attended seven or more of the nine tutoring sessions and who took the posttest were included in the analysis. This restriction reduced the size of the experimental group to 40 of the original 60.

Based upon the raw pottest scores, the experimental group was superior to the control group on the arithmetic computation subtest but not on word knowledge. Grade-equivalent scores were not used in the analysis. However, according to Glatter (1967, p. 28), the experimental group progressed from "an average of 4.2 to 4.7 grade level on the arithmetic computation and from an average of 4.5 to 4.7 grade level on tested word knowledge."

According to the grade equivalent scores, the program was a qualified success, but it should be noted that the children tutored were still substantially below grade level at the end of the program. In word knowledge, the tutored pupils (who represented only two-thirds of the original sample) made two months' progress in three months. This rate was similar to their previous record. The gain in arithmetic computation was almost double the progress which might be "expected." The arithmetic computation subtest of the MAT requires pupils to compute a series of arithmetic operations only. Because of its specificity, arithmetic computation is most similar to the tutoring situation of all the tests used in standard achievement testing. It is more factual and does not require reading. On the other hand, tests of word knowledge, reading, or arithmetic problem solving requires more general knowledge. "Therefore, the gains in arithmetic computation, as a result of tutoring, is not surprising;

nor is the lack of gain in word knowledge scores" (Rosenshine and Furst, 1969, p. 12).

In what Rosenshine and Furst (1969) considered an unsuccessful tutoring study with the use of controls, Ellson et al. (1968) examined the effects of tutoring on first grade reading scores. The experimental conditions involved regular, or non-programmed tutoring, in which first grade pupils were tutored 15 minutes: (1) once a day or (2) twice a day. The children who received the regular, or "directed" tutoring had posttest scores which were superior to those of the control group, but none of the differences in either the one-session or two-session condition was statistically significant.

The results of this study were surprising to the researcher (Ellson et al., 1968) because of the extensive training the tutors received towards the development of reading skills for first graders. Specific training was given in developing reading readiness, skills of visual and auditory discrimination, left to right sequence, rhyming words, and visual motor skills. Yet, students in the regular tutoring program did only slightly better than control students.

In another unsuccessful study, Kirk (1966) evaluated a two-year tutoring program in which 44 children were tutored the first year and 27 children were tutored the second year. Children selected for tutoring had verbal ability scores ranging from 80 to 100, and Stanford Reading Test pretest scores from 1.1 to 1.9. The tutored children were divided into three groups:

1. those who received more than 20 hours of tutoring (during the school day) throughout the semester,

2. those who received between 10 and 20 hours of tutoring, and

3. those who received less than 10 hours of tutoring.

At the end of the first year, the non-tutored pupils had significantly higher posttest scores ($p < .001$) after scores were adjusted for pretest scores. At the end of the second year, there was no significant differences. Neither year revealed any meaningful correlation between minutes of tutoring and gain in posttest scores (r's = .10). Tutoring procedures were not clearly specified in this report.

Hassinger and Via (1969) reported the results of a "successful" study with the use of controls. The program was conducted in six school districts in Los Angeles County. The volunteer tutors were "disadvantaged" high school students who were two to three years retarded in reading. They were also characterized as school dropouts and unemployed high school graduates. The program was designed to provide fifth and sixth grade underachieving elementary students with tutoring in reading for six weeks in two hour time blocks per session.

Pre-service training was held in which reading specialists introduced the teacher-supervisors and tutors to basic reading materials. Each tutor received instruction in the use of audiovisual equipment and in the practice of word games and other high interest devices. In addition, teacher-supervisors spent four hours per day for four days planning with the tutors and physically arranging each classroom for the tutoring experience. Hassinger and Via (1969) reported a mean growth for all tutees of 4.6 months in

reading during the six week program, as measured by the Standard Reading Test.

Studies appearing in the literature after Rosenshine and Furst's (1969) research review did not yield any recurrent patterns in either the "successful" or "unsuccessful" studies. Therefore, conclusions about why some efforts succeed and some fail cannot be made. However, more recent studies tend to support the positive effects of volunteer tutoring on student achievement.

Ryan (1964) conducted a study which investigated the reading achievement of second grade pupils who were tutored by parents. A total of 232 second grade students participated in the study. Experimental pupils who received parental tutoring showed scores on the Word Meaning Test of the Stanford Achievement Test which were significantly higher than the control group scores at the .01 level. There was no significant difference between the groups on the Paragraph Meaning Test.

In another study by Shaver and Nuhn (1971), 1974 fourth, seventh, and tenth grade underachieving pupils in Logan, Utah, received tutoring services by paid local women. The experimental group showed greater gains in reading and writing than the controls. Two years later, the mean gains were sustained at the seventh and tenth grade levels, but not at the fourth grade level. The students participating in the experiment were tutored one hour per day for one academic school year.

Flint Public Schools (1963) released the findings of a study where parents were used as tutors. One thousand students from kindergarten through sixth grade participated in the study. At the end of

five months, the combined overall mean gain on vocabulary and comprehension was 5.3 months for the experimental group and 2.8 months for the control group.

Logan (1975) prepared the evaluation report on Project Utilize which was designed to help educators learn to use volunteer help effectively. Volunteers served as tutors and were assigned to work with students who exhibited inadequate coping levels in reading and mathematics. The ratio of tutors to pupils depended on the availability of volunteers in the area. A communications council was formed to serve as liaison between the project and the community-at-large. A committee of volunteers, teachers, and principals provided interaction at school parent meetings.

Considerable improvement in the mastery of certain language arts and math skills was demonstrated by 79.3% of the pupils. The number of pupils participating in the evaluation study was 159. A total of 43 pupils were tutored in math and 116 in reading skills. Measurement of gains were obtained by the use of criterion-referenced tests developed by the Division of Elementary Mathematics in the Cleveland Public School System.

Cramer (1971) conducted a study to determine the effects of tutoring on reading. A total of 60 first grade pupils in Dayton, Ohio, were tutored by paid parental aides (mostly mothers). The parents used a programmed tutoring approach developed by the Psychology Department at Indiana University. After one year of daily 15 minute tutoring sessions, pupils in the experimental group scored significantly higher than the control group in word knowledge (beyond the .05 level) and reading comprehension (significant beyond the

.001 level). No significant difference was noted on tests of word discrimination. The Metropolitan Achievement Tests were used to obtain measured gains.

Effects of Volunteers on Self-Concept and Behavior

Studies investigating the effects of volunteers on pupil self-concept and behavior are still relatively few in number. Although self-concept and pupil behavior are difficult to document, few studies questioned the effects of the volunteer tutors in the affective domain. For example, positive results were reported for a study conducted by Schoeller (1970). Children attending a neighborhood tutoring center in Milwaukee after being referred by school personnel for special help, were tutored by volunteers for unspecified periods of time. Average gains on seven reading measures were much better than expected, based on past performances. Subjective evaluation by school personnel revealed improvement in the tutored students' self-concept, work habits, attitude, library usage, and reading enjoyment.

Similar gains were reported by Gaulke (1972), both cognitively and affectively. In a volunteer program in which tutors were trained using the Laubach method, 23 boys from grades five and six were tutored in the area of reading comprehension and vocabulary. One hundred percent of the students tutored showed gain in comprehension and vocabulary, while 89% in the control group showed gains. These gains were not explained in statistically significant terms. Teachers of tutored students reported apparent gains in self-concept,

interest in classroom work, and a willingness to try new tasks. Nichols (1968) reports the effects of a volunteer tutoring program in which fourth through sixth grade disadvantaged pupils were tutored by the university. The objectives of the program included raising self-concept, reading achievement, and attitudes. While there were no significant differences in the pretest and posttest means in reading, there was a change in three factors relating to self-concept: (1) creative expression, (2) reactional activities, and (3) adult and peer interaction. The results were based on pre and posttest interviews with the pupils.

Ronshausen (as cited in Ham, 1977) did a study which, like Ellson et al. (1968), contrasted directed versus programmed tutoring activities with first graders, 15 minutes a day using individualized tutoring. The results of Ronshausen's study contradict Ellson's findings. The directed approach produced gains in achievement and attitude, while programmed instruction did not.

In a first year evaluation report, Plantec et al. (1972) described the evaluation of Project Upswing. This program was a two year experimental study to determine the potential contribution of volunteers in helping young children overcome learning difficulties.

Three large groups of first graders were involved in the experiment. Three conditions characterized the program design:

1. one group received tutoring services from specially trained volunteers,

2. one group received tutoring services from untrained volunteers, and

3. one group of first graders served as the control children.

Results of the study indicated that children taught by either the trained or untrained tutors made greater gains in achievement than the control children. Tutored children also showed gains in self-esteem as expressed by two-thirds of the teachers of children participating in the program.

General findings of the first year evaluation report indicated that: (1) children with lower initial levels of reading proficiency tended to show the greatest improvement, (2) volunteer training did not increase volunteer effectiveness, and (3) both volunteers and teachers noted reductions in hyperkinetic and distractible pupil behavior. The authors recommended that care be taken in interpreting these findings.

Math and Virgin (1975) conducted an investigation to determine the effects of three intervention strategies with primary children. The study examined the academic and social growth of first grade pupils whose teachers received one of the following sources of assistance: (1) information regarding pupil performance on academic and social measures earlier in the school year, (2) student volunteers who assisted the teacher in the classroom on a regular basis, and (3) both information and volunteer help.

A sample of 727 first grade students in 30 classrooms participated in the study. Of this number, 111 children were identified as likely to experience limited success in school. Using the 111 children, three treatment groups corresponding to the three categories listed above were established. Students in pre-education and educational psychology programs from York University served as tutors.

Pretesting was conducted in early fall and posttesting was done in the spring. Results on the MAT primer reading and numbers subtests and a primary self-concept inventory (developed by the North York Board of Education) indicated no significant differences between the three treatment groups. However, there was definite variability between classes within each group. For example, a one-way analyses of variance was conducted for each measure to examine the differences between classes within each of the three treatments. Of the nine analyses, significant differences were found in eight cases. It was concluded that the intervention program produced greater than expected academic and self-concept growth.

Wattenberg and Clifford (1964) reported on a two year exploratory study to determine causality in the relationship of self-concept and school achievement. The study was based on associations between self-concept and academic achievement.

Measures of mental ability and self-concept were obtained for 125 kindergarten children selected from two elementary schools in Detroit, Michigan. The Detroit Beginning First Grade Intelligence Test was used to obtain mental ability scores. Self-concept was quantified through the use of tape recordes. Remarks of children were taped while drawing pictures of their families and responding to an incomplete sentence designed for the purpose of the study. Two independent raters divided the transcripts into thought units. Thought units were classified as to whether they constituted self-references. Self-references were further classified as to whether they dealt with competence, personal worth, or some other issue. Those references dealing with competence and personal worth were

further rated as positive, negative, or neutral. In each case, the ratio of positive to total references was calculated. Respectively, these were termed Quantified Self-Concept (Competence) and Quantified Self-Concept (Good-Bad). The product-moment correlations for the two raters were .89 for the competence ratios and .75 for the good-bad.

At the end of two and one-half years, posttests were administered to obtain measures of progress in reading and self-concept. Product-moment correlations for the self-concept were .82 and .71. The measures of self-concept taken in kindergarten proved significantly predictive of progress in reading but not significantly related to the mental ability test scores. The authors concluded that self-concept: (1) feelings of competence and (2) feelings of personal worth, were antecedent to and predictive of reading accomplishment even as early as kindergarten.

According to Campbell (1967), cumulative studies (Reeder, 1955; Coopersmith, 1961; Walsh, 1956; Chickering, 1958; all cited in Campbell, 1967) support a low direct relationship between self-concept and achievement. In a study designed to determine the relationship between self-concept and school achievement, Campbell reported on the findings of the study based on data obtained on fourth, fifth, and sixth grade students. The hypothesis of a positive relationship ($r = .308$) between Coopersmith Self-Esteem and Composite Achievement scores (Iowa Tests of Basic Skills) was supported.

Summary of Literature

Research findings support the notion that volunteers can be

valuable human resources and, when they are made available to the teacher on a regular basis, students benefit with increased achievement and/or behavioral attitudes.

An important job for classroom volunteers appears to be in the area of individual and small group tutoring. There is general agreement that the more individual attention given to a child within the classroom the greater his chances are for school success. Hedges (1973), however, found that even in classrooms that teachers said had very high degrees of individualization, teachers averaged only two and one-third minutes per day per pupil in one-to-one relationships. Also, volunteers in classrooms can perform other types of services in addition to tutoring which can relieve the teacher of non-instructional tasks and allow more time for teaching.

The literature on the effects of volunteer tutoring programs on achievement, self-concept, and pupil behavior is increasing; however, few trends can be deduced from the existing studies. The following are conclusions which can be drawn from this review:

1. Tutoring for the improvement of reading and math, by volunteer students or adults, is growing in use and sophistication.

2. Tutoring programs that are structured, directed, and cognitively oriented seem to be the most effective towards improving reading and math achievement.

3. Successful volunteer tutoring programs appear to have the following characteristics:

    a. Careful planning--clear statements of academic objectives.

b. High intensity of treatment with the use of instruction and materials directly related to academic objectives.

c. Individual attention to the pupil's learning needs.

4. Measurement of the relationship of self-concept and learning is difficult to document and existing studies are inconclusive.

5. Positive changes in pupil behavior (attitude in school) is inconclusive, although subjective observations were cited in the literature.

6. Positive growth in reading and math achievement was apparent and directly related to tutoring programs which, in most instances, were staffed by volunteers.

7. The availability of objective based empirical studies with regard to volunteer programs is increasing, due to accountability mandates in the public and federally funded projects and emphasis on tutoring.

In addition to describing the organization and implementation of a "pilot" volunteer program authored by the investigator, it is believed that the proposed study will contribute to existing literature in two specific areas:

1. The study will increase and add to existing empirical studies concerning the use of volunteers and their effect on pupil achievement in math and reading, self-concept, and behavior in school.

2. Results of pre and posttests will be reported, analyzed, and expressed in educationally significant terms.

Summary

Chapter II reviewed literature pertinent to the historical need for and use of school volunteers. Selected studies relating to effects of volunteers (tutors) on achievement, pupil self-concept, and behavior in school was also examined. Finally, the researcher's belief concerning how the proposed study will contribute to existing literature was related.

Chapter III will describe the method and procedure for the proposed study, as well as briefly describe the volunteer program currently under "pilot" study in Independent School District No. 30.

CHAPTER III

METHODOLOGY

The purpose of this chapter was to describe the method and procedures for the proposed study. Six areas were examined: (1) population, (2) sample, (3) research design, (4) instrumentation, (5) administration, scoring, and processing of data, and (6) analysis of data. A "pilot" classroom volunteer program, developed by the researcher, provided the framework from which this study emerged. A description of this program is included. Finally, a summary of the methodology concludes the chapter.

Population

Subjects participating in this study were drawm from 13 elementary schools in Independent School District No. 30. The students were predominantly Caucasian children from lower to upper middle class income families. Minority children were from Indian, Black, Hispanic, and various other unknown ethnic origins.

Elementary (grades K-6) enrollment totaled 3,591 during the study school year. The population sample included four classes of first, second, and third grade children in four elementary schools. A total of 300 students were used in the experimental group and 102 served as controls. About half way through the study, it was learned that two classrooms in the experimental group were receiving

services of a full-time teacher's aide. It was felt that, to avoid knowingly contaminating the treatment results, the two classes should be dropped from the experiment. The 50 students in the two classes were not included in the above numbers.

Sample

In February, 1981, this researcher conducted a survey in the participating school district. The survey included 13 elementary schools and four secondary schools. Results of the secondary schools' responses were not included in this study. The purpose of the survey was twofold: (1) to assess the professional staff's perceived need for and interest in an organized classroom volunteer program, and (2) to establish criteria for selecting the participating schools for this research investigation. The criteria used included: Pupil-teacher ratio, geographic location, and desire of the building administrator and teaching staff to take part in the study. An example of the survey design is included in the Appendix of this study.

Assuming class size affects the degree of individual or small-group instruction opportunities, elementary schools whose pupil-teacher ratio, in grades one through three, ranged between 20.1 and 25.1, were targeted for potential selection. Further, location of the elementary schools was considered for the purpose of obtaining the greatest amount of pupil representativeness. For example, on the basis of the neighborhood in which the school was located, and the school's lunch program, pupils on the east side of town were judged to come from middle to upper socioeconomic backgrounds. Most

school families owned homes and few children qualified for the "free" lunch program. It was judged that students attending school on the west side of Bartlesville, with few exceptions, came from somewhat lower socioeconomic backgrounds. Most homes were rented and school records revealed pupil participation in the free lunch program (in schools considered for this study) exceeded 90%. These schools were also designated Title I schools. Finally, the four schools (two on the east side and two on the west side) expressing the greatest interest when contacted were selected to pilot the classroom volunteer program. Subsequently, these schools provided the data collected and analyzed for this study.

Two control schools (one, east; one, west) were used. Selection of these schools, based on the bwo building principals' responses, assumed that they matched the experimental schools with regard to pupil-teacher ratio, location, and willingness of the staff to participate in the study.

Research Design

This study used a nonequivalent control group design (Campbell and Stanley, 1966). Treatment for the experimental group included classroom volunteer tutorial services on a one-to-one and small-group basis.

The pretest for the SRA Achievements Tests was administered during the week of September 14, 1981. The pretest for the Piers-Harris Children's Self-Concept Inventory was administered during the week of September 21, 1981. The pupil Behavior Rating Profile was completed by the classroom teacher during the first of October.

Classroom volunteer services to children in the experimental schools (grades one, two, and three) began approximately the second week in October, and continued through May, 1982. Posttesting for all participants was conducted in April, 1982. Although children in the control schools were tested during the same time interval, they received no treatment, other than their regular classroom instruction, during the school year. The control group was used to account for the differences due to history, maturation, reactive measures due to testing, and instrumentation (Campbell and Stanley, 1966).

Instrumentation

Three instruments were used in this study: (1) SRA Achievement Series--Math and Reading, (2) Piers-Harris Children's Self Concept Scale, and (3) the Behavior Rating Profile.

SRA Achievement Series

"The SRA Achievement Series was designed to measure the basic outcomes of education--the concepts and skills common to almost all school programs regardless of their specific curricula" (Buros, 1978, p. 6). Normative data were obtained during two national standardizations conducted in the spring and fall of 1978. Double standardization satisfies the Title I normative model requirements for empirical norms rather than spring and fall testing. A three-stage sampling process was used in a sample of 118,000 students in grades one through nine. Sample selection was based on: (1) geographic

location, (2) schools, and (3) specific classrooms within schools and grades.

The SRA Achievement Tests provide measures of student growth in reading, mathematics, and language for primary grades (one, two, and three). Achievement scores in the areas of reading and math were obtained for the purpose of this study. Fall local and national norms were used for pretesting (September, 1981), and spring local and national norms were used for posttesting (April, 1982).

Level A (first grade) consists of five subtests for reading and math: (1) visual discrimination, (2) auditory discrimination, (3) letters and sounds, (4) listening comprehension, and (5) mathematics concepts.

Level B (second grade) consists of seven subtests: (1) auditory discrimination, (2) letters and sounds, (3) listening, (4) vocabulary, (5) comprehension, (6) mathematics concepts, and (7) mathematics computation.

Six subtests were included for Level C (third grade): (1) letters and sounds, (2) listening, (3) vocabulary, (4) comprehension, (5) mathematics concepts, and (6) mathematics computation.

The KR-20 coefficients for all subtests were high, averaging .88 or above for all scores except math concepts, which fell into the .81-.89 range.

Piers-Harris Children's Self Concept Scale

The Piers-Harris (PH) Children's Self Concept Scale (The Way I Feel About Myself), was designed to measure overall or global self-regard. Self-means, the child's "view of his actual self or real

self; that is, his concept of himself as he actually is" (Wylie, 1974, p. 128).

The PH Scale is presently comprised of 80 simple declarative sentences and is worded at the third grade reading level. Yes or no answers are recorded by the child or examiner according to the way the child expresses how he generally feels. PH measures responses of children in lower grades when administered orally. For the purpose of this investigation, items were read to subjects in both experimental and control groups by the classroom teacher during the pre and posttest periods.

PH was designed primarily for research on the development of children's self attitudes and correlates of these attitudes (Piers-Harris, 1969). The original item pool was taken from Jersild's 1952 (as cited in Wylie, 1974) collection of children's statements about what they liked and disliked about themselves.

The Kuder-Richardson reliabilities for an intermediate, 95-item form for six samples, from grades 3 to 10, ranged from .78 for grade 10 girls to .93 for grade 3 boys (Piers-Harris, 1969). For three samples, grades 3, 6, and 10, four month test-restest reliability coefficients from the 95-item form ranged from .71 to .72 (Piers-Harris, 1969). The two and four month test-retest reliability coefficients for fifth grade subjects taking the 80-item form was .77 (Wing's unpublished data, cited in Piers-Harris, 1969). Norms for PH were based on data collected from 1,183 public school children ranging from grades 4 to 12. The mean of the normative sample is 51.84 and the standard deviation is 13.87 (Piers-Harris, 1969).

Behavior Rating Profile (BRP)

The Behavior Rating Profile (Brown and Hammill, 1978), an ecological behavior assessment device, was designed for children whose ages ranged from 6.5 to 13.6, or are in grades one through seven. The BRP is comprised of six components (checklists)--three of which are self-rating: (1) the Student Rating Scale: Home, (2) the Student Rating Scale: School, and (3) the Student Rating Scale: Peer. The remaining scales include: The Teacher Rating Scale, the Parent Rating Scale, and the Sociogram, which measures peer perceptions of a targeted student.

BRP scales are independent measures and may be used separately or in combination with any of the other components. The BRP Teacher Rating Scale was the only segment used for this investigation. It contains a list of descriptive words and phrases. Some words are descriptive of the student and some are not. The phrases are used to help the rater determine whether the behavior listed is: (1) Very Much Like the Student, (2) Like the Student, (3) Not Much Like the Student, or (4) Not at All Like the Student. The teacher is asked to check the box under the appropriate phrase. The ratings should reflect the teacher's own perception of the child's behavior.

The BRP scales were standardized on a large, unselected sample of 1,326 students, 645 teachers, and 847 parents. The same was taken from 11 states--one of which was the state of Oklahoma. Kuder-Richardson reliabilities for 13 of the 15 coefficients reported exceeded the .80 criterion generally accepted as sufficient for BRP's purposes (Brown and Hammill, 1978). The two scales which fell below

.80 were in the .70's. For example, when drawn randomly from standardization data at three different grade levels: 2nd/3rd, 4th/5th, and 6th/7th, resulting coefficients for BRP Teacher Rating Scales were .97, .97, and .98, respectively.

Administration, Scoring, and Processing of Data

The method used to collect the data was the same for the experimental and control groups. Permission to administer the tests was first obtained from the Superintendent of Schools and the building principal at each of the schools participating in the study. Letters were sent to parents of each student in the participating classrooms. This letter briefly described the research project and requested the parents' permission to administer the Piers-Harris Children's Self Concept Scale.

After permission was obtained, a date was scheduled to administer the SRA achievement pretest in reading and math, the Piers-Harris Self Concept Scale, and the Behavior Rating Profile. A packet containing test materials and the following information was sent to participating classroom teachers at each experimental and control school:

1. Procedures for administering the SRA achievement tests and the Piers-Harris Self Concept Inventory.

2. Instructions for assigning pupil I.D. numbers to the Self Concept Inventory and the Behavior Rating Profile.

3. Instructions for returning data from both instruments to the researcher.

Instructions for administering and returning the Behavior Rating Profiles followed the above packet by one week. The same procedure was followed for the posttesting schedule in April, 1982. Examples of the instruction packets for the pretest and posttest are included in the Appendix of this study.

Scoring and Processing

The achievements tests were scored by Science Research Associates, Inc., Chicago, Illinois. The results of the pretest scores of the experimental and control group students on the SRA tests, Form 1, Level A, included: The total prereading score and four subtests of the prereading test--Visual Discrimination, Auditory Discrimination, Letters and Sounds, and Listening Comprehension. Results of the math test included the total math score and one subtest--math concepts. The composite score for reading and math was included for all levels. Results of scoring on Form 1, Level B, of the SRA reading pretest included: The total reading score and five subtests--Auditory Discrimination, Letters and Sounds, Listening, Vocabulary, and Comprehension. Math scoring results included the total math score and two subtests--math concepts and math computation. Scoring results for the SRA reading pretest, Form 1, Level C, included: The total reading score and four subtests--Letters and Sounds, Listening, Vocabulary, and Comprehension. Math pretest results included: The total math score and two subtests--math concepts and math computation.

Results of the posttest scores of both experimental and control group students yielded information in the same areas; however, Form 2 was used for each of the levels: A, B, and C. Grade equivalents,

stanines and national percentiles were reported for students on the pre and posttests.

Pre and posttest scores for the Piers-Harris Children's Self Concept Scale were processed by this researcher. A scoring key, provided by the authors, was used to calculate raw scores for the 8-item scale of "yes - no" responses.

Pre and posttest scores were also processed for the Behavior Rating Profile by this researcher. The scoring key was provided on each student's profile sheet. The number of responses were summed in each of the four response categories. The total number of "Very Much Like the Student" responses were multiplied by "0." The total number of "Like the Student" responses were multiplied by "1." The total number of "Not Much Like the Student" responses were multiplied by "2," and the total number of "Not at All Like the Student" responses were multiplied by "3." The products were then summed to obtain the raw score. Conversion tables for the purpose of obtaining scaled scores were provided by were not used for this study.

Analysis of Data

The purpose of this study was to determine the effects of classroom volunteers on reading and math achievement; self-concept and behavior among pupils in grades one through three. To facilitate this investigation, attention was focused on the classroom volunteer as a tutor in the areas of reading and math. As determined by the classroom teacher, the volunteers' contact with children was on a one-to-one and small-group basis.

The Statistical Package for the Social Sciences (SPSS) at the Computer Center of Oklahoma State University was used to analyze the data. Sample size, means, and standard deviations were provided by the BREAKDOWN procedure of SPSS. A one-way analysis of variance was used to compute the mean difference in achievement, self-concept, and behavior between the experimental and control groups--using pre and posttest scores.

SPSS creates necessary dummy variables and can cope with unequal cell sizes, as well as empty cells. SPSS subprogram ANOVA provides the "classic experimental approach" as a default option and the other two approaches are available as options. One approach, referred to as the "classic regression approach" partitions individual effects by adjusting for "all" other effects. The characteristic of this approach is the examination of a given effect only after the effects of all the others (including interaction) are adjusted for (SPSS Manual, 1975).

The classic experimental approach was selected as the default option. It is appropriate when, as in this study, the factors (treatment: Achievement, self-concept, and behavior) have no known causal order but the main effects are assumed to be of higher priority than the reaction effects (SPSS Manual, 1975).

The School Volunteer Program

The model for the Independent School District No. 30 program, developed by the researcher, focused on the following components: (1) the Volunteer Program Coordinator (in this case, the researcher), (2) the Task Force (comprised of the program coordinator and building

volunteer coordinators), (3) Recruitment, (4) Training, (5) Delivery of Services, and (6) Evaluation. A discussion of components 2, 3, 4, and 5 follows; however, more detailed information concerning the entire model can be found in the Appendix of this study.

Task Force

During the summer of 1981, four persons were recruited and asked to serve as building volunteer coordinators. These persons were involved in the schools as volunteers and were recommended by the building administrators as excellent candidates for this important role. The specific role of the building coordinator, one of which was to serve as a task force member, is discussed in the manual, developed by the researcher, in the Appendix of this study.

Recruitment

The researcher utilized two approaches to recruit classroom volunteers:

1. Awareness via the use of newspaper advertisements, flyers posted in local businesses, radio and/or cable television announcements, talks to social groups, and billboard advertisements. The purpose of this approach was to create an awareness of the need for school volunteers.

2. Direct mailing to parents and other community resource persons. This included notes, handbills, and letters mailed directly to parents of children in the participating schools as well as citizens of the general public. The purpose for this approach was to

encourage, through personal appeal and contact, participation in the school volunteer program.

Volunteer recruits completed an application and were interviewed by this researcher before training was offered. Table I provides a description of the classroom volunteers by race, age, sex, marital, and parental status. Also, the percentage of volunteers falling in each category is given. Table II provides a representative breakdown of the classroom volunteers by education, profession, and previous school volunteer experience. The percentage of volunteers falling in these categories is included also. The criteria used for screening the applicants focused on health skills and/or volunteer experience and personality traits exhibited during the interview. The researcher observed that applicants who were viewed as "questionable" candidates during the personal interview either called to say they were no longer interested or failed to attend the training sessions. The goal of assigning one volunteer to each participating teacher, per school day, was not attained. Classroom teachers expressed some concern for having to plan for volunteers five days a week. In addition, most felt their students were more receptive to extra help on Tuesdays, Wednesdays, and Thursdays. The result was that subjects received tutoring services a minimum of three days a week for approximately 30 minutes.

Training

Participating Staff

During the summer of 1981, participating teaching staff and their administrators received one full day of in-service training.

TABLE I

DESCRIPTION OF CLASSROOM VOLUNTEERS BY: RACE, AGE, SEX, MARITAL STATUS, PARENTS OF SCHOOL AGED CHILDREN

Race	N	%	Age	N	%	Sex	N	%	Marital Status	N	%	Children	N	%
Caucasian	48	94.0	Under 18	1	2.0	Male	2	4.0	Single	11	21.5	Yes	31	61.0
Black			18-25	10	20.0	Female	49	96.0	Married	37	72.5	No	20	39.0
Indian	1	2.0	25-40	26	51.0				Separated	0	0			
Hispanic	2	4.0	40-55	8	15.5				Divorced	2	4.0			
Other			55-65	4	7.5				Widowed	1	2.0			
			Over 65	2	4.0									

Note: Total number of volunteers = 51.

TABLE II

REPRESENTATION OF CLASSROOM VOLUNTEERS BY:
EDUCATIONAL LEVEL, PROFESSION, AND
SCHOOL VOLUNTEER EXPERIENCE

Education	N	%	Profession	N	%	School Volunteer Experience	N	%
Current High School	1	2.0	Teaching	8	15.5	Much Experience (3 yrs +)	3	6.0
High School	9	18.0	Science/Tech.	1	2.0	Experienced (1 yr.)	18	35.0
College	15	35.0	Music	2	4.0	Little Experience (-1 yr.)	7	14.0
Degree	19	37.0	Nursing	3	6.0	No Experience	23	45.0
Graduate Degree	4	8.0	Fine Arts	1	2.0			
			Liberal Arts	1	2.0			
			Homemaker	22	43.0			
			Student	11	21.5			
			Other	2	4.0			

Note: Total number of volunteers = 51.

At the end of the workshop session, participants were expected to have: (1) an understanding of the structure and goals of the Independent School District No. 30, (2) an understanding of the responsibilities of teachers and volunteers in the classroom, (3) an understanding of the effective use of volunteers as tutors, and (4) an understanding of the responsibilities of the schools participating in the research project.

Classroom Volunteers

Volunteers were involved in three pre-service training workshops during the month of August, 1981. The objectives of the workshops were to:

1. Explain the goals and objectives of the volunteer program.
2. Explain the role of volunteers in schools and the Code of Ethics.
3. Provide specific training in the use of classroom materials: Kits, audio-visual aids, reading management, math management, etc.
4. Explain the components of a "structured tutoring program" (Harrison, 1975).
5. Explain the components of the effective listening skills (National School Volunteer Program, 1979).
6. Explain the procedures used for observing in the classroom.
7. Provide specifics concerning the buildings where volunteers would work.

The building orientation was conducted by the building principal and the building volunteer coordinator. The details of this orientation are included in the Appendix of this study.

Each workshop session lasted five hours. The school nurse was available each day to administer tuberculin tests to volunteers. Training was provided in six service areas: (1) Tutoring and Listening Skills, (2) Teacher Assistant, (3) Storytelling, (4) Arts and Crafts, (5) Reading Management, and (6) Math Management. Although classroom teachers participated in the training of volunteers in the use of audiovisual aids, duplicating machines and other school equipment, math and reading management, this researcher provided all the training for volunteers in the area of tutoring and effective listening. Therefore, it should be assumed that all volunteer tutors received the same information in their training.

Specifically, volunteers were trained to "actively" listen to students for the purpose of developing positive relationships. It was related to volunteers that good social relationships build within a child a strong sense of personal worth and self-confidence. This was a goal of the one-to-one and small-group contact in addition to helping children improve their reading and math skills.

Approximately six weeks after volunteers began delivery services to pupils, a one-day follow-up workshop was offered. Building orientations were offered by the building volunteer coordinators and two hour workshops were offered in the area of tutoring and effective listening skills. The follow-up session in tutoring and effective listening provided opportunities for classroom volunteers to: (1) ask questions about children with special needs, (2) gain more specific information concerning various learning styles of children, and (3) share experiences concerning techniques for discovering and encouraging pupil interest in learning. Volunteers and Children With

Special Needs (National School Volunteer Program, 1979) was used as a resource guide for these sessions.

Delivery of Services

Upon the completion of approximately 15 hours of pre-service training, volunteers contacted the teachers to whom they were assigned and arranged to observe in their rooms. Observation was encouraged for the purpose of gaining information about the individual children, the teacher's teaching style, classroom management, reinforcement and motivational techniques, class schedule, etc. Also, the researcher felt a day of observation would help generate questions and concerns which could be expressed during the initial teacher/tutor interview (National School Volunteer Program, 1979). Volunteers and teachers were encouraged to contact each other after school hours via telephone or personal visits for the purpose of cultivating open and positive communication.

Further, volunteers were encouraged to meet once monthly at their buildings to share ideas, concerns, and suggestions for improving their service to children. This investigator met several times with the volunteers at one of the schools. Visits to the other three buildings were made on a less frequent basis.

A survey was conducted during the fourth month of the program. The results of the survey reported the amount of time tutors were spending with children, and the subjects in which they were providing tutoring.

Questions concerning whether the teacher-provided instructions and assignments for working with children according to specific

objectives were asked. A copy of this survey is included in the Appendix of this study. In general, the volunteers were impressed with the teachers' planning and organization. Most felt that the teachers' use of them in helping individual as well as small groups of children was effective and worthwhile. Although personal contact by the investigator with all participants was somewhat limited, it was generally felt that good communication was maintained with the help of the building administrators and building volunteer coordinators.

The purpose of this chapter was to describe the method and procedures used in this study. Information concerning: (1) the population, (2) sample, (3) research design, (4) instrumentation, (5) administration, scoring and processing of data, and (6) analysis of data, was given. A description of the "pilot" volunteer program currently under study in the Independent School District No. 30 concluded the chapter. Presentation of the findings and an analysis of the data will be discussed in Chapter IV.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose of this chapter is to present the results of the statistical analysis for the major research question formulated in this study: Will achievement (reading and math), self-concept, and behavior scores of a group of primary children who have had direct and indirect contact with classroom volunteers be significantly different from the achievement, self-concept, and behavior scores of a similar group of primary pupils who had no contact with classroom volunteers?

Specifically, this investigation studied the difference in the average change rates in achievement (reading and math) subtests scores, self-concept and behavior mean scores of 241 experimental and 76 control pupils in the primary grades. The initial sample included 300 pupils in the experimental group and 102 in the control group. Posttest information was not available for 98 subjects (72 experimentals and 26 controls).

The School Volunteer Program, developed by this researcher, was the model used for recruiting, training, and assigning of volunteers to classrooms. A survey was conducted in February, 1981, in the Independent School District No. 30, to assess the professional staff's perceived need for and interest in an organized classroom volunteer program and to establish criteria for selecting the

schools to participate in this study. Subsequently, the selection of the experimental and control classrooms was based on three factors: (1) teacher/pupil ratio, (2) geographic location of the school, and (3) desire of the building administrator and teaching staff to take part in the study.

In order to complete the nonequivalent control group design, the SRA Achievement Test was administered in September of 1981, and again in April, 1982. The Piers-Harris Children's Self Concept Scale: How I Feel About Myself was administered during the week of September 21, 1981, and April, 1982. The Behavior Rating Profile was completed by the classroom teachers during the first week in October, 1981, and again in April, 1982.

Treatment for the experimental group included classroom volunteer tutorial services on a one-to-one and small-group basis. The volunteers received approximately 15 hours of pre-service training. One follow-up training session was held six weeks after volunteers began delivering services to pupils in the experimental classrooms.

Statistical analyses were made using a one-way analysis of variance to determine the difference in the average change rates in achievement, self-concept, and behavior scores between the experimental (E) and control (C) groups. The presentation of this data is summarized in tables accompanied by interpretive statements. To facilitate conciseness, one table will be used to show achievement results for all subtests relating to each separate grade. A separate table will be shown for the self-concept and behavior scales.

Analysis of Data--First Grade Reading and Math Achievement

The sample size, dependent variable name, degrees of freedom, sum of squares, mean square, F value, and the mean scores for the difference in the average change rates in achievement scores for first grade pupils are presented in Table III. There were 83 subjects in the experimental group and 13 in the control group.

Visual Discrimination Subtest. The difference in the average change rate for the experimental group was 0.3313 and 0.4923 for the control group. The F value was 0.287 with 95 degrees of freedom. An F ratio of 5.32 or greater is significant at the .05 level. The difference in the average change rate between the experimental and control groups, for visual discrimination, was not significant.

Auditory Discrimination Subtest. The difference in the average change rate for the experimental group was 0.6590 and 0.4923 for the control group. The F value was 0.060. The difference in the average change rate between the experimental and control group, for auditory discrimination was not significant at the .05 level of confidence.

Letters Recognition Subtest. The difference in the average change rate for the experimental group was 1.3542 and 1.3769 for the control group. The F value was 0.005. The difference in the average change rate between the experimental and control groups, for letters recognition, was not significant at the .05 level of confidence.

Listening Subtest. The difference in the average change rate for the experimental group was 0.8916 and 1.2615 for the controls.

TABLE III

ANALYSIS OF VARIANCE: DIFFERENCE IN AVERAGE CHANGE RATE IN ACHIEVEMENT SCORES FOR FIRST GRADE PUPILS

Variable	Source	df	SS	MS	F	Mean
Visual Discrim.	Between Groups	1	0.2913	0.2913	0.287	(E)*0.3313
	Within Groups	94	95.2471	1.0133		(C)*0.4923
	Total	95	95.5383			
Auditory Discrim.	Between Groups	1	0.3123	0.3124	0.060	(E) 0.6590
	Within Groups	94	486.6840	5.1775		(C) 0.4923
	Total	95	486.9963			
Letters	Between Groups	1	0.0058	0.0058	0.005	(E) 1.3542
	Within Groups	94	117.1489	1.2463		(C) 1.3769
	Total	95	117.1547			
Listening	Between Groups	1	1.5385	1.5385	0.726	(E) 0.8916
	Within Groups	94	199.3142	2.1204		(C) 1.2615
	Total	95	200.8527			
Math Concepts	Between Groups	1	0.1523	0.1523	0.189	(E) 0.7241
	Within Groups	94	75.7005	0.8053		(C) 0.6077
	Total	95	75.8528			

*(E)=Experimental (N=83); (C)=Control (N=13).

The F value was 0.726. The difference in the average change rate between the experimental and control groups was not significant at the .05 level of confidence.

Math Concepts Subtest. The difference in the average change rate for the experimental group was 0.7241 and 0.6077 for the controls. The F value was 0.726. The difference in the average change rate between the experimental and control groups was not significant at the .05 level of confidence.

Analysis of Data--First Grade Self-Concept and Behavior

The sample size, dependent variable name, degrees of freedom, sum of squares, mean square, F value, and mean scores for the difference in the average change rate for self-concept and behavior scores for first grade pupils are presented in Table IV.

Self-Concept Scale. The F ratio for self-concept was 0.516. The difference in the average change rate between the experimental and control groups was not significant.

Behavior Rating Scale. The F ratio for behavior was 0.484. The difference in the average change rate between the experimental and control groups was not significant.

Analysis of Data--Second Grade Reading and Math Achievement

The sample size, dependent variable name, degrees of freedom, sum of squares, mean square, F value, and the mean scores for the

TABLE IV

ANALYSIS OF VARIANCE: DIFFERENCE IN AVERAGE CHANGE RATE IN SELF-CONCEPT AND BEHAVIOR SCORES FOR FIRST GRADE PUPILS

Variable	Source	df	SS	MS	F	Mean
Self-Concept	Between Groups	1	76.0121	76.0121	0.516	(E)*0.1687
	Within Groups	94	13839.8464	147.2324		(C)*2.7692
	Total	95	13915.8555			
Behavior	Between Groups	1	43.2254	43.2253	0.484	(E)-0.8072
	Within Groups	94	8400.5204	89.3672		(C) 1.1533
	Total	95	8443.7422			

*(E)=Experimental (N=83); (C)=Control (N=13).

difference in the average change rate in achievement scores for second grade pupils are presented in Table V. There were 65 subjects in the experimental group and 29 in the control group.

Auditory Discrimination Subtest. The difference in the average change rate for the experimental group was 1.3846 and 1.2828 for the control group. The F value was 0.103. The difference in the average change rate between the experimental and control groups was not significant at the .05 level of confidence.

Letters Recognition Subtest. The difference in the average change rate for the experimental group was 1.0345 and 0.8034 for the control group. The F value was 0.652. The difference in the average change rate between the experimental and control groups was not significant.

Listening Subtest. The difference in the average change rate for the experimental group was 0.7061 and 1.0207 for the control group. The F value was 0.907. The difference in the average change rate between the experimental and control groups was not significant.

Vocabulary Subtest. The difference in the average change rate for the experimental group was 0.5092 and 0.48218 for the control group. The F value was 0.042. The difference in the average change rate between the experimental and control groups was not significant.

Comprehension Sheet. The difference in the average change rates for the experimental group was 0.5616 and 0.5241 for the rate for the experimental group was 0.5616 and 0.5241 for the

TABLE V

ANALYSIS OF VARIANCE: DIFFERENCE IN AVERAGE CHANGE RATE IN ACHIEVEMENT SCORES FOR SECOND GRADE PUPILS

Variable	Source	df	SS	MS	F	Mean
Auditory Discrim.	Between Groups	1	0.2081	0.2081	0.103	(E)*1.3846
	Within Groups	92	185.4052	2.0153		(C)*1.2828
	Total	93	185.6133			
Letters	Between Groups	1	1.0787	1.0787	0.652	(E) 1.0354
	Within Groups	92	152.1776	1.6541		(C) 0.8034
	Total	93	153.2562			
Listening	Between Groups	1	1.9839	1.9838	0.907	(E) 0.7061
	Within Groups	92	201.2444	2.1874		(C) 1.0207
	Total	93	203.2283			
Vocabulary	Between Groups	1	0.0140	0.0140	0.042	(E) 0.5092
	Within Groups	92	30.7756	0.3345		(C) 0.4828
	Total	93	30.7896			
Comprehension	Between Groups	1	0.0280	0.0280	0.026	(E) 0.5615
	Within Groups	92	99.8864	1.0857		(C) 0.5241
	Total	93	99.9144			
Math Concepts	Between Groups	1	5.4301	5.4301	6.429**	(E) 1.3169
	Within Groups	92	77.7005	0.8446		(C) 0.7965
	Total	93	83.1306			
Math Computation	Between Groups	1	3.1796	3.1796	3.030	(E) 0.9292
	Within Groups	92	96.5559	1.0495		(C) 0.5310
	Total	93	99.7355			

*(E)=Experimental (N=65), (C)=Control (N=29); **p < .05.

average change rate between the experimental and control groups was not significant.

Math Concepts Subtest. The difference in the average change rate for the experimental group was 1.3169 and 0.7965 for the control group. The F value was 6.429. The experimental group showed a significantly greater difference in the average change rate than the control group. The difference was significant at the .05 level of confidence.

Math Computation Subtest. The difference in the average change rate for the experimental group was 0.9292 and 0.5310 for the control group. The F value was 3.030. The difference in the average change rate between the experimental and control groups was not significant at the .05 level of confidence.

Analysis of Data--Second Grade Self-Concept and Behavior

The sample size, dependent variable name, degrees of freedom, sum of squares, mean square, F value, and mean scores for the difference in the average change rate for self-concept and behavior scores for second grade pupils are presented in Table VI.

Self-Concept Scale. The F ratio for self-concept was 0.751. The difference in the average change rate between the experimental and control groups was not significant at the .05 level of confidence.

Behavior Rating Profile. The F ratio for behavior was 3.405. The difference in the average change rate between the experimental and control groups was not significant.

TABLE VI

ANALYSIS OF VARIANCE: DIFFERENCE IN AVERAGE CHANGE RATE IN SELF-CONCEPT AND BEHAVIOR SCORES FOR SECOND GRADE PUPILS

Variable	Source	df	SS	MS	F	Mean
Self-Concept	Between Groups	1	106.1058	106.1058	0.751	(E)*1.6308
	Within Groups	92	13004.9143	141.3578		(C)*3.9310
	Total	93	13111.0195			
Behavior	Between Groups	1	278.2802	278.2800	3.405	(E)-1.2769
	Within Groups	92	7518.0759	81.7182		(C) 2.4483
	Total	93	7796.3555			

*(E)=Experimental (N=65); (C)=Control (N=29).

Analysis of Data--Third Grade Reading and Math Achievement

The sample size, dependent variable name, degrees of freedom, sum of squares, mean square, F value, and the mean scores for the difference in the average change rate in achievement scores for third grade pupils are presented in Table VII. There were 93 subjects in the experimental group and 34 in the control group.

Letters Recognition Subtest. The difference in the average change rate for the experimental group was 0.3946 and 0.8026 for the control group. The F value was 1.456. The difference in the average change rate between the experimental and control groups was not significant at the .05 level of confidence.

Listening Subtest. The difference in the average change rate for the experimental group was 0.3419 and 0.8000 for the control group. The F value was 1.261. The difference in the average change rate between the experimental and control groups was not significant at the .05 level of confidence.

Vocabulary Subtest. The difference in the average change rate for the experimental group was 0.2150 and 1.3941 for the control group. The F value was 12.814. The control group showed a significantly greater difference in the average change rate for vocabulary. The F ratio was significant at the .05 level of confidence.

Comprehension Subtest. The difference in the average change rate for the experimental group was 0.0892 and 1.3706 for the control group. The F value was 8.688. The control group showed a

TABLE VII

ANALYSIS OF VARIANCE: DIFFERENCE IN AVERAGE CHANGE RATE IN ACHIEVEMENT SCORES FOR THIRD GRADE PUPILS

Variable	Source	df	SS	MS	F	Mean
Letters	Between Groups	1	4.5176	4.5176	1.456	(E)*0.3946
	Within Groups	125	387.8185	3.1025		(C)*0.8206
	Total	126	392.3359			
Listening	Between Groups	1	5.2241	5.2241	1.261	(E) 0.3419
	Within Groups	125	517.6626	4.1413		(C) 0.8000
	Total	126	522.8867			
Vocabulary	Between Groups	1	34.6125	34.6125	12.814**	(E) 0.2150
	Within Groups	125	337.6535	2.7012		(C) 1.3941
	Total	126	372.2659			
Comprehension	Between Groups	1	40.8777	40.8777	8.688**	(E) 0.0892
	Within Groups	125	588.1555	4.7052		(C) 1.3706
	Total	126	629.0332			
Math Concepts	Between Groups	1	34.6572	34.6572	11.666**	(E) 0.9731
	Within Groups	125	371.3432	2.9707		(C) 2.1529
	Total	126	406.0002			
Math Computation	Between Groups	1	6.2773	6.2773	2.814	(E) 0.5538
	Within Groups	125	278.8141	2.2305		(C) 1.0559
	Total	126	285.0913			

*(E)=Experimental (N=93), (C)=Control (N=34); **p < .05.

significantly greater difference in the average change rate for reading comprehension. The F ratio was significant at the .05 level of confidence.

Math Concepts Subtest. The difference in the average change rate for the experimental group was 0.9731 and 2.1529 for the control group. The F value was 11.666. The control group showed a significantly greater difference in the average change rate for math concepts. The F ratio was significant at the .05 level of confidence.

Math Computation Scores. The difference in the average change rate for the experimental group was 0.5538 and 1.0559 for the control group. The F value was 2.814. The difference in the average change rate between the experimental and control groups was not significant at the .05 level of confidence.

Analysis of Data--Third Grade Self-Concept and Behavior

The sample size, dependent variable name, degrees of freedom, sum of squares, mean square, F value, and mean scores for the difference in the average change rate for self-concept and behavior scores for third grade pupils are presented in Table VIII.

Self-Concept Scale. The F ratio for self-concept was -2.097. The difference in the average change rate between the experimental and control group was not significant.

Behavior Rating Profile. The F ratio for behavior was 0.888. The difference in the average change rate between the experimental and control group was not significant.

TABLE VIII

ANALYSIS OF VARIANCE: DIFFERENCE IN AVERAGE CHANGE RATE IN SELF-CONCEPT AND BEHAVIOR SCORES FOR THIRD GRADE PUPILS

Variable	Source	df	SS	MS	F	Mean
Self-Concept	Between Groups	1	264.5959	264.5957	-2.097	(E)*1.6129
	Within Groups	125	15769.6985	126.1576		(C)*-1.6471
	Total	126	16034.2930			
Behavior	Between Groups	1	99.1183	99.1183	0.888	(E)-5.6129
	Within Groups	125	13957.9832	111.6639		(C)-3.6176
	Total	126	14057.0977			

*(E)=Experimental (N=93); (C)=Control (N=34).

Summary

This chapter presented the data collected in the study and utilized tables to facilitate understanding of the material. Table III illustrated an analysis of the difference in the average change rate in achievement between first grade pupils in the experimental and control groups. There was no significant difference at the .05 level of confidence for any of the five subtests: (1) visual discrimination, (2) auditory discrimination, (3) letters recognition, (4) listening, and (5) math concepts.

Table IV illustrated an analysis of the difference in the average change rate for self-concept behavior between first grade pupils in the experimental and control groups. There was no significant difference at the .05 level of confidence for either the self-concept inventory or the pupil behavior rating profile.

Table V illustrated an analysis of the difference in the average change rate in achievement between second grade pupils in the experimental and control groups. The math subtest showed a significant F value at the .05 level of confidence. The results favored the experimental group. The remaining subtest showed no significant difference in the average change rate between the experimental and control groups.

Table VI illustrated an analysis of the difference in the average change rate in self-concept and behavior between second graders in the experimental and control groups. There was no significant difference in the average change rate between groups.

Table VII illustrated an analysis of the difference in the average change rate in achievement between third grade pupils in the

experimental and control groups. The vocabulary subtest, comprehension subtest, and math concepts subtests showed a significant F value at the .05 level of confidence. The results here favored the control group. There was no significant difference in the average change rate between the experimental and control groups on the remaining three subtests: (1) letters, (2) listening, and (3) math computation.

Table VIII illustrated an analysis of the difference in the average change rate for self-concept and behavior between experimental and control groups in the third grade. There was no significant difference for either the self-concept inventory or the behavior rating profile.

Chapter V will present the summary and conclusions for this study. Recommendations will be included which the investigator hopes will stimulate further research in the use of classroom volunteers to enhance learning, self-concept, and positive behavior in school.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Introduction

A School Volunteer Program, developed and implemented by the researcher, provided the framework for conducting this study. In February of 1981, a survey was conducted to assess the professional staff's (in Independent School District No. 30) interest in and perceived need for an organized school volunteer program. Participating schools were selected on the basis of: (1) teacher-pupil ratio, (2) geographic location, and (3) the building administrator's and professional staff's desire to participate in the study. Subsequently, six elementary schools (four experimental and two control) were selected for participation in the study.

Four primary classrooms were selected from each of the four experimental schools. Half-way through the study, two of these classrooms were dropped from the study because classroom aides had been hired. Three classrooms were selected from each of the control schools. Later, during the study, one class was dropped because the teacher misplaced or lost the posttest results on two of the instruments.

The sample population included 402 pupils. A total of 300 pupils were used in the experimental group and 102 pupils in the control group. Posttest scores were reported on all test measures

for 317 pupils. A total of 85 subjects were lost or dropped from the study due to factors beyond the researcher's control.

The study used a nonequivalent control group design. Treatment for the experimental group included classroom volunteer tutorial services and a one-to-one and small-group basis. The volunteers received approximately 15 hours of pre-service training and one follow-up training session approximately six weeks after they began delivering volunteer services to the experimental group. Tutoring was a major component of the volunteer program. All training in this area was provided by the researcher. Volunteers were given a structured format for providing tutoring services to pupils.

Pupils were pretested in September and October of 1981. They were posttested in April of 1982. A one-way analysis of variance was used to calculate the results of the statistical data obtained in this investigation.

Summary

The purpose of the present study was to investigate the effects, if any, of classroom volunteers on reading and math achievement, self-concept, and behavior among pupils in grades one, two, and three. The following question delineates the major problem studied: Will achievement, self-concept, and behavior scores of a group of primary children who had contact with classroom volunteers be significantly different from achievement, self-concept, and behavior scores of a similar group of primary children who had no contact with classroom volunteers? A total of nine specific questions were asked in relation to the major problem studied.

Findings

Research Question One: Will the difference in the average change rate, in achievement subtests scores, for first grade pupils be greater for the experimental group than the control group?

The statistical response to this question was not affirmative. There was no significant difference in the average change rate in achievement scores between the experimental and control groups for any of the five subtests: (1) visual discrimination, (2) auditory discrimination, (3) letters recognition, (4) listening, and (5) math concepts.

Research Question Two: Will the difference in the average change rate, in self-concept scores, for first grade pupils be greater for the experimental group than the control group?

The statistical response to this question was not affirmative. The difference in the average change rate for self-concept scores between the experimental and control groups was not significant.

Research Question Three: Will the difference in the average change rate, in behavior scores, for first grade pupils be greater for the experimental group than the control group?

The statistical response to this question was not affirmative. The difference in the average change rate for behavior scores between the experimental and control groups was not significant.

Research Question Four: Will the difference in the average change rate, in achievement subtests scores, for second grade pupils be greater for the experimental group than the control group?

The statistical response to this question was affirmative for one subtest: Math concepts. The difference in the average change

rate between the experimental and control groups was significant at the .05 level of confidence. The change favored the experimental group.

The difference in the average change rate, between groups, was not significant for any of the remaining achievement subtests: (1) auditory discrimination, (2) letters recognition, (3) listening, (4) vocabulary, (5) comprehension, and (6) math computation.

Research Question Five: Will the difference in the average change rate, in self-concept scores, for second grade pupils be greater for the experimental group than the control group?

The statistical response to this question was not affirmative. The difference in the average change rate for self concept between the experimental and control groups was not significant.

Research Question Six: Will the difference in the average change rate, in behavior scores, for second grade pupils be greater for the experimental group than the control group?

The statistical response to this question was not affirmative. The difference in the average change rate for behavior scores between the experimental and control groups was not significant.

Research Question Seven: Will the difference in the average change rate, in achievement subtests scores, for third grade pupils be greater for the experimental group than the control group?

The statistical response to this question was affirmative for three subtests: (1) vocabulary, (2) comprehension, and (3) math concepts. In each instance, the difference in the average change rate between the experimental and control groups was significant at the .05 level of confidence. In each instance, the change favored the control group.

Research Question Eight: Will the difference in the average change rate, in self-concept scores, for third grade pupils be greater for the experimental group than the control group?

The statistical response to this question was not affirmative. The difference in the average change rate for self-concept between the experimental and control groups was not significant.

Research Question Nine: Will the difference in the average change rate, in behavior scores, for third grade pupils be greater for the experimental group than the control group?

The statistical response to this question was not affirmative. The difference in the average change rate for behavior between the experimental and control groups was not significant.

Conclusions

Although a considerable amount of research has demonstrated the positive effect of volunteer programs on pupil achievement, self-concept, and school behavior, the present study's findings have not enhanced statistical evidence in support of this position. This, however, does not negate this researcher's belief that trained volunteers working in classrooms are of vital importance to the quality of learning in our public schools.

Some factors which may have contributed adversely to the lack of significant positive outcomes in this study are as follows:

1. Control over positive significant differences may have been lessened because pupils receiving one-to-one and small-group volunteer tutoring services were not "identified" or "targeted" as being in need of special and remedial help. Each classroom teacher

assigned volunteers to students at their discretion. Many of the successful studies cited in the research literature focused on volunteer tutorial services as a means of increasing learning, self-concept, and behavior for children who had been identified as experiencing limited success in school (Plantec et al.,1972; Math and Virgin, 1975).

2. Pupils participating in this study were selected as a result of three extraneous factors: (1) teacher-pupil ratio, (2) geographic location of the school, and (3) the building administrator's and professional staff's desire to participate in the study. Thus, subjects may not have been representative of the pupil population for which a volunteer intervention program might have produced the greatest significant gains (Ellson et al., 1968; Plantec et al., 1972; Shaver and Nuhn, 1971; Logan, 1975; Shoeller, 1970, and Gaulke, 1972).

3. Another factor which may have negatively influenced the research findings in this study was the use of unmatched experimental and control groups. The control group represented less than a third of the total sample population. The fact that there were fewer samples in the control group may explain the results of the subtests (vocabulary, comprehension, and math concepts) in which the difference in the average change rate was significant in favor of the control group.

4. The instrument used to measure and interpret achievement, for example, may have been inappropriate. For example, the experimental and control groups were administered the same level test during the pre and posttesting periods. The first grades took Level A,

form 1, in the fall and Level A, form 2, in the spring. Second grade pupils took Level A, form 1, in the fall and Level B, form 2, in the spring. Third grade pupils took Level C, form 1, in the fall and Level C, form 2, in the spring. It appeared that this may have prevented those pupils who "topped out" or scored three or four grades (99 percentile) above level, on the pretest, from showing gains or maintaining the 99 percentile rank on the posttest. Therefore, a second analysis was conducted to investigate this observation.

A one-way analysis of variance was performed, using the "select" procedure card (SPSS Manual, 1975) to eliminate the number of subjects who scored 4.9 level or above on the pretest. The purpose here was to investigate the difference in the average change rates between pupils in the experimental and control groups who did not "top out" on the pretest. Only the achievement subtests which revealed a significant difference in the average change rates between the experimental and control groups were used in this analysis. Further, an analysis of the individual pre and posttest list scores was conducted to determine the direction of the significant difference in the average change rates between the experimental and control groups. Again, only those subtests which revealed a significant difference were used in the analysis. The subtests are as follows:

Second Grade Pupils:	Math Concepts Subtest
Third Grade Pupils:	Vocabulary Subtest
	Comprehension Subtest
	Math Concepts Subtest

Secondary Analysis of Data--Second Grade Achievement

The sample size, dependent variable name, degrees of freedom, sum of squares, mean square, F value, and the mean scores for the difference in the average change rate in math concepts scores for second grade pupils are presented in Table IX. There were 65 subjects in the experimental group and 13 in the control group.

Math Concepts Subtest. The difference in the average change rate for the experimental group was 1.3169 and 0.7965 for the control group. The F value was 6.429. The experimental group showed a significantly greater difference in the average change rate than the control group. The difference was significant at the .05 level of confidence.

Secondary Analysis of Data--Second Grade Math Concepts List Scores

The direction of the difference in the average change rate for math concepts between the experimental and control groups are presented in Table X. The difference in the average change rate is expressed in percentages and is defined as a positive change, no change, and as a negative change.

Math Concepts List Scores. The direction of the difference in the average change rate for the second grade experimental group in math concepts showed a positive change rate of 86%, a no-change rate of 9%, and a negative change rate of 5%. For the control group, the

TABLE IX

ANALYSIS OF VARIANCE: DIFFERENCE IN AVERAGE CHANGE RATE IN ACHIEVEMENT FOR SECOND GRADE PUPILS

Variable	Source	df	SS	MS	F	Mean
Math Concepts	Between Groups	1	5.4301	5.4301	6.429	(E)*1.3169
	Within Groups	92	77.7005	0.8446		(C)*0.7965
	Total	93	83.1306			

*(E)=Experimental (N=65), (C)=Control (N=13).

TABLE X

ANALYSIS OF LIST SCORES: DIRECTION OF THE DIFFERENCE IN THE AVERAGE CHANGE RATE FOR SECOND GRADE MATH CONCEPTS

Variable	Experimental		Control	
	Direction	% of Change	Direction	% of Change
Math Concepts	Positive Change Rate	86	Positive Change Rate	65
	No Change Rate	9	No Change Rate	21
	Negative Change Rate	5	Negative Change Rate	14

positive change rate was 65%; the no-change rate was 21%, and the negative change rate was 14%.

Secondary Analysis of Data--Third Grade Achievement

The sample size, dependent variable name, degrees of freedom, sum of squares, mean square, F value, and the mean scores for the difference in the average change rate in achievement for third grade pupils are presented in Table XI. The number of subjects in the experimental and control groups for each subtest are explained with corresponding symbols at the bottom of the table. For vocabulary, there were 72 subjects in the experimental group and 32 subjects in the control group. For comprehension, there were 80 subjects in the experimental group and 32 in the control group. For math concepts, there were 78 subjects in the experimental group and 33 in the control group.

Vocabulary Subtest. The difference in the average change rate for the experimental group was 0.6736 and 1.5094. The F value was 8.872. The F value was significant at the .05 level of confidence in favor of the control group.

Comprehension Subtest. The difference in the average change rate for the experimental group was 0.5475 and 1.4562 for the control group. The F value was 5.453. The F value was significant at the .05 level of confidence in favor of the control group.

Math Concepts Subtest. The difference in the average change rate for the experimental group was 1.0923 and 2.1879 for the control

TABLE XI

ANALYSIS OF VARIANCE: DIFFERENCE IN AVERAGE CHANGE RATE IN ACHIEVEMENT FOR THIRD GRADE PUPILS

Variable	Source	df	SS	MS	F	Mean
Vocabulary*	Between Groups	1	15.4745	15.4745	8.872	(E)0.6736
	Within Groups	102	177.9063	1.7442		(C)1.5094
	Total	103	193.3808			
Comprehension**	Between Groups	1	18.8760	18.8760	5.453	(E)0.5475
	Within Groups	110	380.7760	3.4616		(C)1.4562
	Total	111	399.6519			
Math Concepts***	Between Groups	1	27.8335	27.8335	8.540	(E)1.0923
	Within Groups	109	355.2476	3.2592		(C)2.1879
	Total	110	383.0808			

*Vocabulary (E)=Experimental (N=72)
(C)=Control (N=32)

**Comprehension (E)=Experimental (N=80)
(C)=Control (N=32)

***Math Concepts (E)=Experimental (N=78)
(C)=Control (N=33)

group. The F value was 8.540. The F value was significant at the .05 level of confidence in favor of the control group.

Secondary Analysis of Data--Third Grade List Scores

The direction of the difference in the average change rate for vocabulary, comprehension, and math concepts between the third grade experimental and control groups are presented in Table XII. The difference in the average change rate is expressed in percentage and is defined as a positive change, no change, and a negative change.

Vocabulary List Scores. The direction of the difference in the average change rate for the third grade experimental group in vocabulary showed a positive change rate of 60%; a no change rate of 17%, and a negative change rate of 23%. For the control group, the positive change rate was 85%, the no-change rate was 3%, and the negative change rate was 12%.

Comprehension List Scores. The direction of the difference in the average change rate for the third grade experimental group in comprehension showed a positive change rate of 65%, a no change rate of 15%, and a negative change rate of 20%. The control group showed a positive change rate of 70%, a no change rate of 12%, and a negative change rate of 18%.

Math Concepts List Scores. The direction of the difference in the average change rate for the third grade experimental group in math concepts showed a positive change rate of 88%, a no change rate of 6%, and a negative change rate of 6%. The control group showed a

TABLE XII

ANALYSIS OF LIST SCORES: DIRECTION OF THE DIFFERENCE IN THE AVERAGE CHANGE RATE FOR THIRD GRADE VOCABULARY, COMPREHENSION, AND MATH CONCEPTS

Variable	Experimental		Control	
	Direction	% of Change	Direction	% of Change
Vocabulary	Positive Change	60	Positive Change	85
	No Change	17	No Change	3
	Negative Change	23	Negative Change	12
Comprehension	Positive Change	65	Positive Change	70
	No Change	15	No Change	12
	Negative Change	20	Negative Change	18
Math Concepts	Positive Change	88	Positive Change	97
	No Change	6	No Change	0
	Negative Change	6	Negative Change	3

Note: Experimental (N=93); Control (N=34).

positive change rate of 97%; a no change rate of 0%, and a negative change rate of 3%.

The results of the secondary analysis yielded no significant change in the difference or in the direction of the average change rate between pupils in the experimental and control groups who did not "top out" on the achievement pretest for: (1) second grade: math concepts, and (2) third grade: vocabulary, comprehension, and math concepts.

5. The Independent School District No. 30 model provided training in several services to the volunteers. Although the training for this study focused on tutoring and listening skills, it is probable that time spent on individual and small group tutoring may have varied from one experimental classroom to the other.

6. Another factor which may have hindered the positive results of the present study related to monitoring the work of the classroom volunteers. Although volunteers were trained in the use of a "structured" format for tutoring, there was no systematic way of determining whether the format was being provided by the participating classroom teachers and followed by the classroom volunteers. The literature review cited several studies which support the use of structured volunteer tutoring programs (Rosenshine and Furst, 1969).

7. Several different volunteers were assigned to each of the participating classrooms in the study. Although all volunteers received the same training for tutoring and listening skills, differences in volunteer personalities and resultant inconsistencies in human interactions probably contributed to the negative and inconclusive findings in the study.

8. Although the school volunteer program model, developed by the researcher, provided for on-going training of volunteers, the implementation of a math program and an instructional skills program in Independent School District No. 30 created few opportunities for participating volunteer classroom teachers, administrators, and this investigator to meet or plan workshops for volunteers.

The present study provides a strong impetus for several future research topics. The following recommendations are made in an effort to stimulate the realistic and vigorous pursuit of some of these topics.

Recommendations

1. Future studies of this nature should employ random selection procedures to strengthen the research design.

2. Future research efforts to determine the effects of classroom volunteers on achievement, self-concept, and behavior should take care to assign volunteers to pupils who are experiencing limited success in school, academically and socially.

3. Perhaps efforts to determine the effects of volunteers on academic achievement should focus on the use of criterion-referenced tests as a method of measuring pupil gains as opposed to standardized achievement tests.

4. When considering the effects of tutoring on pupil achievement, future research efforts should attempt to minimize shifting assignments for volunteers.

5. Studies should be conducted to explore the effects of tutoring on children with regard to time and intensity of instruction.

6. Continuous research should be done on the use of volunteers as tutors with emphasis on on-going training.

7. Future studies using standardized achievement tests to document the effects of volunteer tutors on pupils might consider the use of ability tests. This will enhance the setting of realistic goals in terms of pupil gains.

8. Parallel studies should be conducted to compare the differences, if any, in the average change rate in achievement among below average, average, and above average learners.

9. Finally, the findings and conclusions in this study are inclusive with regard to the effects of volunteers on achievement, self-concept, and behavior among pupils in the primary grades in particular. This is especially true when consideration of the model or design for a school volunteer program is discussed. This study did not focus on the effects of developing and implementing a volunteer program and no attempt will be made here to explore new ground. However, the reader is encouraged to examine the components of the volunteer program model designed for this study (see Appendix). If followed carefully, future efforts by school districts and school personnel to implement a volunteer program may prove to be an exciting and creative experience.

It is apparent that educators are not discouraged despite the difficulties found in gaining statistical proof of the value of volunteers in helping to expand and enrich educational opportunities for youth. However, one can only hope that, through continuous efforts, the trend towards making fuller and wiser use of all human potential and resources will increase.

The following related recommendations are offered as a challenge to future social scientists interested in pursuing the topics relating to the use of volunteers in schools:

Other Related Recommendations

1. Longitudinal studies should be conducted to explore the effects of tutoring on achievement.

2. Studies to investigate the relationship of the educational background, sex, and age of volunteers to dependability and responsibility of volunteers in the classroom should be attempted.

3. Studies to investigate the attitudes of the community with regard to involvement in schools should be attempted.

4. Studies to determine the attitudes of teachers towards volunteers with regard to tutoring should be attempted.

5. Future research might measure the effects of volunteers on self-concept and school behavior based on teacher made or school developed instruments.

6. Future research should consider the financial savings to a school district with regard to the use of community human resources.

7. Future studies might investigate the attitudes of community businesses and industries with regard to participating in school volunteer programs.

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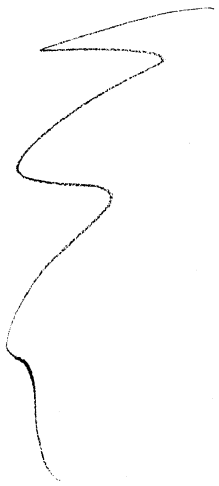
APPENDIXES



APPENDIX A

COORDINATOR'S MANUAL

EDUCATIONALLY YOURS

The Bartlesville School Volunteer Program

Coordinator's Manual

for

Building Volunteer Representatives

1981 - 1982 School Year

INTRODUCTION

Dear Volunteer Coordinator:

Thank you for accepting the assignment of Building Coordinator at your school this year for the Bartlesville School Volunteer Program.

Your volunteer service is extremely important to the success of our efforts to positively involve the community in our schools.

You have been selected to lead this project in your school because of your creative talents and sincere concern for the future of kids.

A major goal of the Bartlesville School Volunteer Program (other goals are listed in detail later in this handbook) is to assist school personnel in providing extended direct educational services to children. Therefore, as Building Coordinator, your skills are vital to the effective delivery of classroom volunteer services.

Because we want you to be aware of the many exciting and creative challenges accompanying your volunteer involvement, we offer the information which follows with the hope that your services will be enjoyable and self-fulfilling.

We welcome the addition of your creative ideas and suggestions to this handbook. The future of our children depends on our cooperative investment of time and energy.

Educationally yours,

Elaine C. Mosley

Elaine C. Mosley
Volunteer Program Coordinator
1981-1982 School Year

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

GOALS

Volunteers in education is a rapidly expanding dimension in the business of schooling. However, the goals and objectives of one of the oldest traditions of American life have remained virtually unchanged.

We have already mentioned that a major goal of the Bartlesville School Volunteer Program is to assist school personnel in providing direct educational services to children. That is, to provide needed services to individual children to supplement and extend the work of the classroom teacher.

Other Goals Include:

* Cultivating a spirit of cooperativeness and shared responsibility between the school and community with regard to public education

* Enriching the experiences of children beyond what is available in school - thus, enhancing pupil maturation for learning as well as self-image

* Relieving the professional staff of non-teaching duties

* Developing an awareness of the good that is being accomplished in schools and the professionalism of the classroom teacher

* Creating an awareness of school problems among citizens

* Stimulating a broader supportive base for public education via awareness and personal involvement

These goals are interrelated and highly attainable through commitment and dedication of school volunteers and school personnel working together cooperatively.

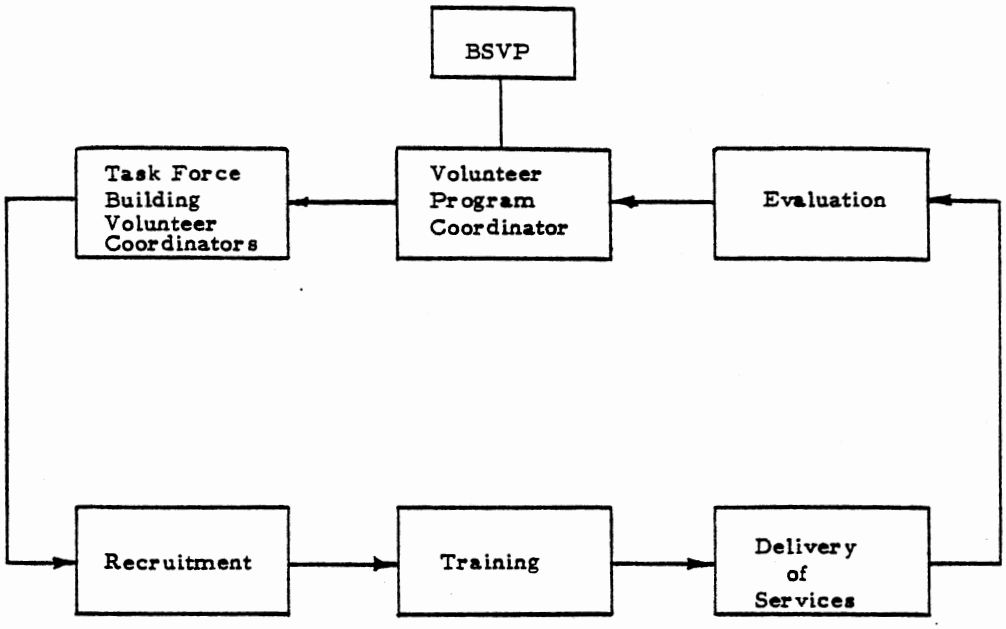
A CODE OF ETHICS FOR BARTLESVILLE SCHOOL VOLUNTEERS

As a school volunteer, I understand that the effectiveness of the Bartlesville School Volunteer Program will depend on my understanding of the role I play in providing services to the school. I also understand that my involvement is for the benefit of children and that I will strive to cooperatively:

* Respect school policies.
* Give students appropriate encouragement.
* Remember that discipline is the teacher's responsibility.
* Follow education's Code of Ethics. That is, I will respect the confidentiality of matters concerning parent relationships with the school. I will also withhold all criticism of the professional staff, pupils or the school's volunteer program outside the school. Instead, I will discuss my concerns with the building volunteer coordinator or the appropriate professional staff member. I will encourage other parents or community volunteers to do so, too.
* Avoid evaluating students.
* Get to know the children with whom I will be working as soon as possible.
* Give deserved praise willingly and genuinely.
* Provide motivation through individual attention.
* Be consistent and objective.
* Be accepting of all children.
* Be honest with children.
* Respect the privacy of all children.
* Be a good listener.
* Share ideas willingly with the teacher.
* Be thoroughly prepared.
* Maintain a sense of humor.
* Remain calm when a problem arises in the classroom or anyplace in the school.
* Get the most out of my volunteer services to the school.
* Maintain a positive attitude.
* Keep my commitment to the Bartlesville School Volunteer Program.

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

MODEL



The organizational design of the Bartlesville School Volunteer Program suggests essentially three things.

The Bartlesville School Volunteer Program will be:

* open — to allow for creativity and new ideas

* interactive — to allow for on-going improvement based on a feedback loop system of communication

* responsive — to insure continuous success and longevity of program existence

COMPONENTS OF THE BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

Volunteer Program Coordinator (District-Level): In general, the program coordinator's responsibilities will include liaison, administrative and supervisory duties.

1. Oversee District needs assessment.
2. Coordinate recruitment and assignment of volunteers to schools requesting them. This includes the recruitment and training of building coordinators.
3. Arrange orientation and pre-service training sessions, as well as be available for "on-the-job" training and supervision when needed.
4. Serve as advisors for the Bartlesville School Volunteer Program Task Force.
5. Coordinate evaluation of District volunteer program.
6. Submit annual reports (or as requested) to the administration.
7. Coordinate volunteer recognition and appreciation activities.
8. Coordinate and maintain accurate records concerning the District volunteer program.
    * number of active volunteers
    * number of volunteer hours earned
    * cost analysis reports

Task Force: (Building Level Coordinators)

The Bartlesville School Volunteer Program Task Force will consist of volunteers representing each of the participating schools. These persons shall serve and be recognized as the building coordinator for their respective school for at least one complete school year.

In general, the responsibilities of the building coordinator will be the same as the District volunteer program coordinator's:

* administrative
* supervisory
* liaison

The specific duties of the building coordinator for this school year are explained in detail in the next section of this handbook.

Recruitment of Volunteers

Recruitment will utilize two communicative approaches to recruit school volunteers.

1. Awareness
   Via the use of newspaper ads, flyers posted in local businesses, radio and/or cable T. V. announcements, talks to social groups and billboard advertisements. The purpose for this approach will be to create an awareness of the need for school volunteers.

2. Direct mailing to parents and other community resource persons. This will include notes, handbills, and letters mailed directly to parents of children in the participating schools as well as citizens of the general public. The purpose for this approach will be to encourage, through personal appeal and contact, participation in the school volunteer program.

Training

Participating staff will receive one full-day of in-service during the summer vacation period. It will be designed to help teachers learn to work with and utilize the unique talents of classroom volunteers effectively.

Classroom Volunteers will be involved in fifteen hours of pre-service training. Each session will be scheduled to run for 5-hours. It should be mentioned that each volunteer recruit will complete an application to be reviewed and screened by the volunteer program coordinator. The screening criteria will be centered around health, skills and the volunteer's expressed personal attitude about kids.

1. The first in-service session will be a general orientation. The volunteer program coordinator or the building coordinator may be responsible for this session to be conducted in cooperation with the administrator and staff.

   The purpose will be to:

   a. Share the goals and objectives of the volunteer program

   b. Acquaint volunteers with the needs of the participating schools

   c. Discuss the role of the volunteers in the schools

   d. Share general procedural and operational information

   e. Respond to questions from volunteers

2. The second in-service session will consist of specific information:

   a. Classroom assignment and hours. Every effort will be made to offer the volunteers a choice (first come) of school and classroom

   b. The classroom environment

   c. Use of materials

d. Teaching techniques generally used

e. Characteristics of specific children:
   1. Educationally Disadvantaged
   2. Underachiever
   3. Gifted
   4. Motivated
   5. Disinterested
   6. Disruptive
   7. Slow-learner
   8. Learning Disabled

Participating classroom teachers will be encouraged to attend and provide professional input into this training session, in particular.

3. The third in-service session will consist of special training for the school volunteer in particular service areas: For example, this year's session will be centered around the following areas:

   a. Teacher assistant (to include use of equipment for audio-visual, duplicating, etc.)

   b. Tutoring

   c. Storytelling

   d. Reading Management

   e. Arts and Crafts

   f. Classroom Enrichment

   Each volunteer will receive training in the above. Again, participating classroom teachers will provide professional input during the session. Volunteers who have experience in particular areas will be encouraged to conduct these sessions.

Approximately five weeks after the volunteers are placed in the classrooms, a follow-up in-service session will be arranged to allow volunteers opportunities to:

   a. gain more specific information concerning

various learning styles of children

b. learn about various materials used in the classroom

c. learn various techniques for discovering and encouraging children's interest

d. share experiences, ask questions and make recommendations for improving the volunteer program

Follow-up sessions will be arranged on a monthly basis or as needed. These sessions will be held at each building with participating staff and volunteers.

DELIVERY OF SERVICES

The Building Coordinator plays a key role in the prompt delivery of services to children and teachers. The efficient assignment of volunteers to classrooms as well as providing substitute volunteers when needed is essential and, in fact, can determine the effectiveness of the entire school volunteer program.

Volunteers who are happy with their assignment will provide high quality service to the school, keep their commitment to the volunteer program and encourage other community resource persons to invest in the future by getting involved in the education of our children. They will also be more supportive of the schools in general.

Likewise, teachers who are happy with the volunteer assigned to their classroom will be more receptive to sharing the responsibility of educating children with outside resource persons.

Finally, teachers are more likely to be positively convinced of the community's genuine concern for the many problems confronting education today.

Evaluation

Evaluation will be continuous. The SRA Achievement Test and a pupil self-image inventory will be administered at the beginning and at the conclusion of the 1981-1982 school year. In addition, each monthly session will provide opportunities for feedback from staff and volunteers.

Participating children, teaching staff, administrators and volunteers will be asked to complete simple questionnaires at the beginning, during and again at the conclusion of the study.

Reports which reflect attendance, classroom discipline referrals, volunteer hours served, will be completed and submitted to the Volunteer Program Coordinator's Office's Office on the last day of each month during the school year.

BUILDING COORDINATOR RESPONSIBILITIES

Perhaps the most significant determiner of a successful school volunteer program is the reliability and dedication of the Volunteer Building Coordinator.

First of all, it should be understood that a volunteer program requires the same intelligent management as does any other program, and essentially, the building coordinator will serve as a manager, supervisor, and liaison person.

Because of your commitment to serve as building coordinator, this year, the principal and staff at your school can be confident of an efficiently run volunteer program. This is not to say that mistakes will not be made. However, you can be assured that emphasis will not be placed on the "mistakes" but rather the successes and results of this whole new effort behind organized community volunteerism in the Bartlesville Public Schools.

Below is a list of specific responsibilities you will encounter in some measure at your school. You should remember that everything should be done in cooperation with the principal and professional staff at your school.

Responsibilities

1. Serve on the Bartlesville School Volunteer Program Task Force as the person representing your school.

2. Assess the needs of the school you are representing.

3. Help coordinate the recruitment of school volunteers for your school.

4. Assist and/or provide orientation to school staff concerning the utilization of school volunteers.

5. Coordinate, assist and/or provide in-service training to in-coming volunteers.

6. Coordinate on-going training for active volunteers.

7. Coordinate and maintain accurate records concerning the volunteer program.

    a. number of active volunteers
    b. number of volunteer hours earned

c. dollars saved the District by the volunteer program

8. Coordinate volunteer recognition or appreciation efforts

a. spotlight articles in newspaper, radio

b. teas

c. individual school activities

d. badges, bumper stickers, flyers

e. certificates of recognition for hours served

f. yearly banquet or annual school volunteer day

g. coordinate and assist in the gathering of data (via research studies*) to justify the impact of a volunteer program in elementary classrooms

*individual classrooms, buildings, or District-wide studies

RECRUITMENT

Recruitment of volunteers is an on-going process. However, we will concentrate on a full-scale recruitment program during the months of July-August and January (if necessary). Here are a few suggestions you might follow for your building.

1. Since parents are a school's most accessible source of volunteers, we will try to reach them through flyers sent home, PTA and Advisory Committee Meetings, signs posted in the office and around the school, and having recruitment speeches at Back-To-School night and special school events.

2. Suggest to your principal that any notice going to parents include some sort of "pitch" for Volunteers.

3. Capture parent's attention while they are picking their children up at school at the end of the school day. Use signs, posters or announcements at the main pick-up point or have school volunteers distribute flyers. (You know they are potential volunteers, since they are at home during the day, if they are picking up their children.)

4. Remember, this is a community involvement program so attracting non-parents to our program is very important. Everyone has a sound investment in the future via children. Work with the School Volunteer Coordinator in advertising your school's needs in the local newspaper and radio stations. Resource materials, brochures, flyers, bumper stickers and posters will be available for your use in the school volunteer office.

5. The most effective recruitment is done by teachers who have used volunteers and by dedicated volunteers themselves. The enthusiasm of a dedicated volunteer is the best recruitment tool available.

PRE-PLANNING

Have a conference with the Principal or Staff Volunteer Coordinator. Together you will decide what type volunteer program is needed in your school. Volunteer schedules, services, materials needed (forms, badges, applications, etc.), are all matters which should be worked through during this session. Other items which are equally as important include:

1. Setting goals and objectives for the building level program
2. Establishing your day and time at school for co-ordination of the program
3. Planning to devote at least two hours per week to this job so as to provide continuity and stability to the School Volunteer Program in your building

ORIENTATION

This is a time when volunteers are able to find out more about the School Volunteer Program, get to know each other, ask questions and clarify their role. Orientations will be scheduled regularly during the school year.

At this time the following will be discussed:

1. Goals of total school volunteer program
2. Code of Ethics
3. Location and purpose of volunteers' bulletin board
4. Signing in
5. Absences
6. Identification Badge
7. Working in child's classroom
8. Location of materials
9. Use of Teachers' Lounge
10. Smoking
11. Use of telephone
12. Staying for lunch
13. Parking

During the first meeting, volunteers will complete registration forms in duplicate. Keep one for your file and send the other to the School Volunteer Office at Lincoln Elementary School.

GUIDE FOR SCHOOL VOLUNTEERS

I. OBSERVE:

A. General classroom environment
   1. seating arrangement
   2. movement patterns
   3. teacher's expectation of pupil behavior
      a. amount of freedom given to children
      b. classroom management
         (getting materials ready, sharpening pencils, distribution of materials, etc.)
      c. schedule of classroom activities
         (recess, lunch, music, physical education, special classes, etc.)

B. Use of Materials
   1. location
   2. purpose
   3. special terms or vocabulary related to specific materials (Sullivan Reading, Try Kit, Cuisenaire Rods, etc.)
   4. record keeping procedures

C. Teaching Techniques
   1. instructional approaches
   2. motivation techniques
   3. reward-punishment system

D. Characteristics of Specific Children
   1. Which children are shy, quiet?
   2. Who are the aggressive children?
   3. Which children appear insecure, passive, disinterested?

II. SUGGESTIONS

A. Keep small notebook on observation concerning specific children

B. Volunteer might inform the teacher of areas of special strengths volunteer might have to assist in meeting the needs of specific children

III. GENERAL INFORMATION

A. Upon arrival the teacher will introduce you to the class.

B. You will receive a schedule of activities for the classroom.

C. Show the teacher and students you are happy to be there: smile, make a friendly remark, etc.

D. Remind the teacher that your first day will be spent observing the class, routine, etc.

E. Remember: Discipline is the responsibility of the teacher.

F. After the observation phase the teacher will designate in writing the tasks to be performed by the volunteer.

G. The responsibility of the total class is never left to the volunteer.

PLACEMENT

Try to get to know something about the personalities of both the volunteers and the teachers so that placement can be mutually satisfying.

In most cases, placement will be made before school starts (July-August). However, in the event of volunteer attrition, every effort should be made to place volunteers as quickly as possible as well as offer choices of assignment when feasible.

Methods:

1. Coordinator sorts registration forms or recruitment forms according to job desired - match job with teacher requests and time available.

2. Volunteers are allowed to select their own assignment by looking at a wall chart or master list with type of help needed, days, and times and signing up in the category of their choice.

3. Teachers use a wall chart or master list of volunteers divided into jobs desired and time available and have teachers sign to indicate their choice. (For 1981-1982 school year, teachers will select from the six services which are included in the study.)

4. The volunteer and the teacher should be notified of the assignment and starting date either by telephone or written form. It would be helpful for the volunteer to arrange to meet with the teacher when the students are not there. Perhaps this could be done during preschool week. This will allow each party to get better acquainted as well as ask each other questions pertinent to the volunteer program.

5. Prepare in duplicate a master list of all the assignments including volunteer's name, address, phone number, schedule of work and area of work. Send one copy to the School Volunteer Office and one copy to the Principal's Office.

6. Identification Badges will be made in the School Volunteer Office and sent to the school office.

7. Honor a volunteer's choice of professionals. If she/he enjoys the people for whom she/he works, she/he is more likely to stay with the job.

RECOGNITION

Every effort should be made to stress the importance of volunteer contributions. For example:

1. Work to develop a warm and friendly relationship with every volunteer in your school.

2. Encourage students and faculty to send notes of appreciation. This should be initiated through the building principal.

3. Arrange for an appreciation coffee, tea, brunch, or a special school program to recognize volunteers any time during the year.

4. Participate in the City-wide School Volunteer Recognition Program in May. At this time, awards will be made for 100, 250, 500, 1000 hours of service as a school volunteer. Also, the School Volunteer of the Year Award will be made at the City-wide School Volunteer Recognition Program. Criteria in the selection of the recipient of the award will be the contributions made, the number of hours served, and adherence to the Volunteer's Code of Ethics. Nominations should be made by the professional staff of the school.

5. Arrange radio interviews and newspaper feature articles about the volunteers who serve in your school.

6. Send newsletters home to parents. This will not only provide special recognition opportunities but will also serve as an excellent recruiting device.

Now, add some ideas of your own. The principal and staff will appreciate your added creativity.

PROGRAM MAINTENANCE

Maintaining the Program: Included here are basic maintenance jobs which will help insure the success of our volunteer program.

1. Review attendance sheets monthly. Total the number of hours donated in service each month. Volunteer hours this year will include your hours as building coordinator and hours volunteers spend in the classroom. Monthly sign-in sheets should be sent to the Program Coordinator.

2. If a volunteer drops out, make a note of the reason (taken a job, etc.).

3. Telephone a volunteer if she/he is not coming in as often as planned to find out if there is a problem with placement.

4. Try to stop by to observe your volunteer in action. If you think you have a good story for publication in the school newsletter, contact the School Volunteer Office, Lincoln Elementary School, or call Ken Dolezal at the Education Service Center to make arrangements for photographs and an interview.

5. Use all resources (school newsletters, Principal's bulletins, public address announcements) to keep the school informed about the progress of the School Volunteer Program.

6. Keep me informed of any problems you need help with.

7. Introduce school volunteers at school functions to stress the importance on their service to the school.

8. Have a School Volunteer Table at school functions.

SOME SUGGESTIONS FOR HANDLING PROBLEMS

As with anything, you will probably encounter some problems within your volunteer program. The most important things to remember are:

1. Do something immediately when you first become aware there is a problem - don't let it become a big problem!

2. You are not alone, check with your principal and then the School Volunteer Coordinator for help in solving the problem.

Some problems areas:

1. Volunteers trying to overstep their boundary

2. Volunteers not coming at assigned time

3. Teachers not having clearly defined duties for volunteers

4. Volunteers violating the Code of Ethics

Communication is the key to problem solving.

Talk about the problem in a non-threatening manner. Attack the situation, not the person. Keep in mind the reason for having an effective volunteer program -- THE STUDENTS.

APPENDIX

APPLICATION FOR VOLUNTEER SERVICE

Mail to: Elaine C. Mosley, Bartlesville School Volunteers
P. O. Box 1357 - Bartlesville, OK 74005

Date: _____

Name (Miss, Mrs., Ms., Mr.) _____ Telephone _____

Address _____ City _____ Zip _____

Education: _____ High School _____ College _____ Degree

Children Attending Public Schools: Yes ____ No _____ School(s) _____

Teaching Experience: Yes ____ No _____ Foreign Language: _____ Speak____ Write____

Special Training: _____

Health (Any Physical Limitations?) _____

Recent Chest X-Ray: Yes ____ No ____ Results: _____ Would you be willing to get one?_____

Transportation: Yes ____ No _____

YOUR VOLUNTEER EXPERIENCE

Type of Service: _____ How Long?_____

-ganization or Individual: _____

Interests, Hobbies, Etc.,: _____

_____

SERVICE PREFERENCE

Please check your preference. Check as many areas as you wish.

1. Choice of Assignment: Elementary School - Grades 1 ____ 2_____ 3 _____
2. School: Ranch Heights _____ Lincoln _____ Hoover _____ Jane Phillips _____
3. Types of Work Preferred: Reading & Math Management _____ Storytelling _____
   Individual Tutor ____ Small Group Tutor _____ Teacher Assistant ____Arts & Crafts ____
   Classroom Enrichment _____
4. How Often Will You Serve: Once a Week ____ Twice a Week ____ Daily ____ Other _____
5. Available Time (Example: 9:00 a.m. - 11:00 a.m.):

	A.M.	P.M.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

_____
Signature of Volunteer

I. D. No. _____

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

APPLICANT INTERVIEW

I. IDENTIFICATION:

Name _____ Date of Interview _____
Last First

Address _____ Telephone Numbers _____ _____
Street City Zip Home Business

II. DEMOGRAPHIC DATA:

Sex: Male 1 Female 2 Ethnicity: White 1 Hisp. 2 Black 3 Other 4

Age: Under 18 1 18-25 2 25-40 3 40-55 4 55-65 5 Over 65

Marital Status: Single 1 Married 2 Separated 3 Divorced 4 Widow 5

Do You Have Children? _____ If yes, how many? _____

Do they attend school? _____ Where? _____

Do you have grandchildren? _____ If yes, how many? _____

Do they attend school? _____

Elementary 1 High School 2 College 3 Graduate School 4 Other 5

III. CONTACT:

How did you hear about BSVP? Friend 1 Media 2 School 3 Other 4

Why do you want to be a school volunteer? (Personal goals) _____

_____

IV. TRAINING:

Place _____ Date _____

Reading Management _____ 1 Math Management 2 Teacher Assistant 3

Individual/Small Group Tutoring 4 Arts & Crafts 5 Storytelling 6

BSVP Orientation: Yes 1 No 2 School Site Orientation: Yes 1 No 2

V. PLACEMENT PREFERENCE: SCHOOL: _____

1. Reading	1	2	3
2. Math	1	2	3
3. Teacher Assistant	1	2	3
4. Individual/Small Group Tutoring	1	2	3
5. Arts & Crafts	1	2	3
6. Storytelling	1	2	3

VI. AVAILABILITY CONFIRMATION:

Days	Time
1. Monday	_____
2. Tuesday	_____
3. Wednesday	_____
4. Thursday	_____
5. Friday	_____

Is there anything which might make it difficult for you to follow this schedule regularly? If so, what?_____

_____

VII. EMERGENCY INFORMATION:

Family Physician _____ Telephone No. _____

Person to notify in case of emergency (name, relative & telephone number) _____

_____

VIII. INTERVIEW RATING & PLACEMENT & RECOMMENDATIONS

	N/O	Excellent	Good	Average	Fair	Poor
Ability to listen	0	1	2	3	4	5
Ability to communicate	0	1	2	3	4	5
Appearance	0	1	2	3	4	5
Expressed attitude towards children	0	1	2	3	4	5
Flexibility in placement	0	1	2	3	4	5
Expressed attitude towards schools/teachers	0	1	2	3	4	5

IX. OVERALL RATING:

1. Highly Acceptable
2. Acceptable
3. Not Acceptable - if not acceptable, action taken _____

_____

_____

OTHERS YOU MIGHT RECOMMEND FOR BSVP

_____

_____

_____

_____

_____

INTERVIEWER: _____

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

SCHOOL VOLUNTEER REQUEST FORM

NAME OF SCHOOL _____ PRINCIPAL _____

TEACHER _____ GRADES TAUGHT _____

SERVICES NEEDED:

Reading and Math Management	_____	Individual Tutor	_____
Small-group Tutor	_____	Storytelling	_____
Teacher-Assistant	_____	Arts & Crafts	_____
Classroom Enrichment	_____		

DAYS NEEDED: _____

TIME(S) _____

_____ _____

Signature of Classroom Teacher Date

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

Please return time sheets
to Elaine C. Mosley at
Lincoln Elementary at the
end of each calendar month

REGISTRATION AND RECORD OF VOLUNTEERS AND HOURS SERVED

SCHOOL _____ MONTH _____

MONTHLY TOTAL VOLUNTEER HOURS _____

Date	Name	Type of Volunteer Service	Arrive	Leave	Total Hours Served

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

CLASSROOM DISCIPLINE REFERRAL FORM

Child's Name _____ Date of Referral _____

Nature of Problem: _____

_____

_____

Did the child's behavior interfere with classroom instruction ? _____

How was the problem resolved:

1. Teacher Action _____ Briefly Describe: _____

   _____

2. Volunteer Action_____ Briefly Describe: _____

   _____

3. Child sent to the office _____ Briefly Describe Action Taken: _____

   _____

Number of Previous Referrals: _____ None ____ 5-10 _____

1-5 ____ Over _____

Report Filed By:_____ _____

Signature of Classroom Teacher Date

Directions:

This form should be completed in duplicate, reviewed by the Building Administrator and then placed on file with the Building Volunteer Coordinator's records. The Principal should retain a copy for school purposes.

SCHOOL VOLUNTEER PROGRAM
(Interest and Needs Assessment Survey)

Name of School: _____ Administrator _____

Number of Administrative Staff Persons: _____

Number of Counselors: _____ Number of Teachers: _____

Number of Students: _____

Grades Taught in Your School: K 1 2 3 4 5 6 7 8 9 10 11 12

Special Service Programs: Learning Disabilities _____ Lab ___ Self-Contained _____

Special Education _____

Trainable Educable Physically Handicapped (circle one)

Speech Therapy _____ Others _____

* *

1. Would you, as an administrator, be interested in your school receiving services through a Volunteer Program? Yes ___ No ___

2. Do you have teachers whom you feel would welcome this service? Yes ___ No ___

   If so, how many? _____

3. What areas, in particular, would your school benefit from the most? (See enclosed Service Description List)

___ Kindergarten Volunteers
___ Reading Management in Classrooms
___ Classroom Assistant
___ Peer Tutoring
___ Playground Supervisor
___ Cafeteria
___ Special Services
___ Clerical
___ Arts & Crafts
___ Library
___ Great Books Reading and Discussion
___ Speaker's Bureau
___ Tutor
___ In-Service Volunteers
___ Babysitter for Volunteers
___ Athletic and Physical Education Volunteer
___ School Clinic

Interest and Needs Assessment Survey (continued) — Page 2

___ *ECHOS (Senior Citizens)

___ Chaperone

___ Classroom Enrichment Volunteer

___ Extra-Curricular Activities

___ Enrollment and Attendance

___ Family - School Relations

___ Teacher Assistant

___ Public Relations

___ Storytelling Volunteers

___ *R I F (Reading is Fundamental)

___ Peer Counselors

___ Media

___ Parent Study Group

___ Other School Activities

___ Building and Grounds Beautification

Add Your Own!

____

____

____

____

* A Federally Funded Program

* *

4. Are you interested in learning more about the [redacted] School Volunteer Program? Yes ___ No ___

5. Will you participate in the "pilot" program, 1981-1982? Yes ___ No ___

6. Are you interested in participating in the near future? Yes ___ No ___

7. In order to insure effectiveness of implementation, in-service will be necessary. What type scheduling would you prefer?

   ___ After School (3:30 . . .)

   ___ Before School (7:00 a.m. . . .)

   ___ During School Day

   ___ Summer Months

   ___ Weekends (Saturdays . . .)

8. Are you aware of a person (or persons) who would be willing to serve as a Volunteer Coordinator for any of the service areas or for a school, in general? Yes ___ No ___

   Names: ______________________________

   ____

____

____

9. Please use these lines to make additional comments.

____

____

____

____

____

____

____

* *

I sincerely appreciate the time you have taken to complete this survey questionnaire.

Elaine C. Mosley

APPENDIX B

TRAINING SESSION SCHEDULES AND CORRESPONDENCE

July 30, 1981

AGENDA

RE: A WORKSHOP FOR CLASSROOM TEACHERS: UTILIZING CLASSROOM VOLUNTEERS

A.M.

9:00 - 10:30

* Getting acquainted: Workshop overview and sharing
* Good and Bad of Working With Volunteers
* Whole Group - Peer Testimony
* Small Group Discussion: Big and Little
    * Big - Activity Sheet (18)
    * Little - Blue Book and Activity Sheet (18)
* Teacher - Volunteer Expectations
* How to Recognize Volunteers

10:30 - BREAK

10:40-11:55
* Teacher - Volunteer Expectations
* Recognizing Volunteers

11:55 - LUNCH (on your own)

P.M. (Non-Pilot Participants May Leave at 2:00 p.m.)

1:00 - 2:00
* Teacher Responsibilities
    * Brainstorm
    * Activity
    * Feed back

CLASSROOM TEACHERS' WORKSHOP: UTILIZING VOLUNTEERS

* Volunteer Responsibilities
  * Situational Role-Plays
  * Play Roles

* Review and Clarify

2:00 - BREAK

2:10 - 3:00
Pilot Schools

* Goals of BSVP

* Code of Ethics

* Teacher Planning

* Training: Staff Involvement

* Placement and Delivery of Services

* Record Keeping

* Evaluation
  ** SRA (Pre-Post)
  ** Pupil Self-Inventory (Parent Permission)
  ** Teacher Child Behavior Rating Scale
  * Teacher Evaluation of BSVP
  * Administrator Evaluation of BSVP
  * Pupil Evaluation of Classroom Volunteers

* Review and Clarify

* Data Need for District Evaluation
** Data Needed for Research Study

CLASSROOM TEACHER'S WORKSHOP

EVALUATION SHEET

UTILIZING VOLUNTEERS IN THE CLASSROOM

Objectives: At the end of this workshop:

1. The purpose of this workshop was clearly explained. Yes _____ No _____

2. The presentation of subject matter was adequate _____ inadequate _____
   Your comments (of any):

3. The activities used were meaningful _____ not meaningful _____
   Your comments (if any):

4. The materials/learning aides were meaningful _____ not meaningful _____
   Your comments (if any):

5. The time alloted for this workshop was adequate _____ inadequate _____

6. In general, the objectives of this workshop were accomplished. Yes ___ No ___
   Your comments (if any):

7. This workshop was well organized. Yes ___ No ___

8. Recommendations for improving the next teacher in-service on the Utilization of Volunteers in the Classroom include(s):

____ Check (✓) here if participating in Pilot Bartlesville School Volunteer Program

September 10, 1981

TO: Building Coordinators and Classroom Volunteers

FROM: Elaine C. Mosley, Volunteer Program Coordinator

RE: Training Sessions Schedule - September 14-18, 1981

I am pleased to announce a second series of training sessions designed to inform as well as prepare you to participate in providing direct educational opportunities for the primary grades boys and girls in the four pilot schools.

You will be pleased to know that we will have the services of some excited and dynamic workshop leaders that you have been hearing about. So mark your calendar and join us next week for lots of sharing, learning and fun. If you have attended some of the sessions, you may want to go to only those which you missed during the August training.

Complete and return the form below to your building volunteer coordinator (right away), or you may call the school office and enroll in the session of your choice. We hope you will attend as many sessions as possible.

- -

YES, I want to enroll in the following sessions:

	SESSION	DATE/PLACE	TIME
1.			
2.			
3.			
4.			
5.			
6.			

* Open to all volunteers

** Building Orientation - Attend only the schools where you will serve

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

TRAINING SCHEDULE FOR CLASSROOM VOLUNTEERS

The Bartlesville School Volunteer Program invites all interested persons to participate in the following training sessions:

MONDAY, SEPTEMBER 14, LINCOLN SCHOOL - 15th & Rogers - 336-8240

**Building Orientation for Lincoln Classroom Volunteers:
1:00 - 2:00 p.m. - Basement - Motor Development Room
This workshop is for classroom volunteers who will serve at Lincoln School. Agenda items will include: school philosophy, volunteer Code of Ethics, school rules and procedures, teacher-volunteer communications, reporting for duty, and other items unique to Lincoln School.

This workshop will be conducted by Ann Tabler, Building Volunteer Coordinator and Elaine Mosley, Principal.

*Tutoring/Listening Skills
2:05 - 3:15 p.m. - Basement - Motor Development Room
This workshop is for classroom volunteers serving in any of the four elementary schools. This session will include the presentation and explanation of the components of a "structured" tutoring program as well as a discussion of skills needed for effective listening.

This session will be conducted by Elaine Mosley, Volunteer Program Coordinator.

*Reading Management
3:30 - 4:30 p.m., Room No. 103
This workshop is for classroom volunteers serving in any of the four elementary schools. This training session will include the demonstration of the use of the Bartlesville Reading Management Program(opportunities for hands-on experiences with kits, equipment, record-keeping procedures, etc., included.)

This session will be conducted by Diane Dixon, Primary Teacher at Lincoln School.

TUESDAY, SEPTEMBER 15 HOOVER ELEMENTARY - 512 Madison - 333-9337

**Building Orientation for Hoover Classroom Volunteers
2:00 - 3:00 p.m. - Teachers' Lounge
This training session is for classroom volunteers at Hoover School. Agenda items will include information concerning school philosophy, the volunteer Code of Ethics, procedures for reporting for duty, teacher-volunteer communications, volunteer monthly meetings, parking, school rules and regulations and other items unique to Hoover.

This session will be conducted by Glenda Driskill, Building Volunteer Coordinator and Jim Wilhite, Principal.

*Math Management
3:15 - 4:15 p.m. - Room No. 109
This workshop is for all classroom volunteers. The training will include an introduction to the new Bartlesville Math Management Program (terminology, materials, activities, record-keeping procedures, etc.) opportunities for hands-on experiences, etc., included.

This session will be conducted by Terri Petree, Primary Teacher at Hoover Elementary School.

WEDNESDAY, SEPTEMBER 16 - RANCH HEIGHTS 5100 David Dr. 333-3810

**Building Orientation for Ranch Heights Classroom Volunteers
2:00 - 3:00 p.m. - Library
This training session is for classroom volunteers at Ranch Heights Elementary School. Agenda items will include information unique to Ranch Heights: parking, school philosophy, location and use of materials, volunteer Code of Ethics, teacher-volunteer communications, eating lunch, reporting for duty and much more!

This session will be conducted by Nancy Pichler, Building Volunteer Coordinator and Leonard Brock, Principal.

*Storytelling
3:15 - 4:15 p.m. - Library
This training session will include pointers relating to basic storytelling approach and meaningful use in the classroom.

This session will be conducted by Fran Stallings, Volunteer Resource Person for Bartlesville School Volunteer Program.

THURSDAY, SEPTEMBER 17 JANE PHILLIPS SCHOOL 16th & Rogers 336-9479

**Building Orientation for Jane Phillips Classroom Volunteers
1:00 - 2:00 p.m. - School Office
This workshop is for classroom volunteers at Jane Phillips School. Agenda items will include: volunteer Code of Ethics, school philosophy classroom assignments, location of materials, communications, staying for lunch, parking, how to handle problems, absences and other items unique to Jane Phillips.

This session will be conducted by Building Co-Coordinators, Becky and Marcie Toth and John Ward, Principal.

*Tutoring/Listening Skills
2:05 - 3:05 p.m.
This workshop is for ALL classroom volunteers. This session will include a presentation of the essential components of a "structured" tutoring program, principles of tutoring and skills needed for developing effective relationships with children.

This session will be conducted by Elaine Mosley, District Volunteer Program Coordinator.

THURSDAY, SEPTEMBER 17 LINCOLN SCHOOL 1st & Rogers 336-8240

* Teacher Assistant
3:30 - 4:30 - Room No. 102
This workshop is for all classroom volunteers. Hands-on, Hands-on, Hands-on!! This session will include an opportunity for volunteers to learn how to operate machines and equipment that is essential to the instructional programs in our schools.

Kelly Weir, Primary Teacher at Lincoln School, will conduct this session.

FRIDAY, SEPTEMBER 18 LINCOLN SCHOOL 1st & Rogers 336-8240

*Arts & Crafts
1:00 - 2:00 p.m. - Basement - Motor Development Room
This workshop is for ALL classroom volunteers. Objectives of this training session will include the purpose and use of the arts in elementary education, formulas for art in three dimensions, selection of activities for appropriate groups of children and much, much more.

This session will be conducted by Ann Tabler, Building Volunteer Coordinator for Lincoln School.

BUILDING LEVEL MEETING FOR CLASSROOM VOLUNTEERS

AGENDA

1. School Philosophy

2. Code of Ethics

3. Classroom Assignments
   * Observation
   * Initial Teacher/Volunteer Conference
   * Delivery of Services

4. Communications
   * Monthly Meetings (coordinators will announce)
   * On-going Training
   * Volunteer Bulletin Board
     - Location
     - Purpose
       - Sign-On Sheet
       - Messages, Announcements, etc., @ BSVP
       - Articles: Newspaper and other spotlight news @ BSVP

5. Absences
   * You - The Volunteer
   * The Classroom Teahcer

6. Working in own child's room

7. Location of Materials
   * Office
   * Teacher's Workroom

8. Use of Teacher's Lounge
   * Eating ✓
   * Smoking ✗

9. How to Handle Problems
   * Classroom Teacher
   * Building Volunteer Coordinator
   * Building Principal
   * Volunteer Program Coordinator

10. Use of Office Telephone

11. Staying for Lunch

12. Parking - (east side)

13. Identification Badge

14. Complete Registration Form in Duplicate

TRAINING WORKSHOPS FOR CLASSROOM VOLUNTEERS

EVALUATION SHEET

1. The objectives of these workshops were clearly explained. Yes ____ No ___
   Comments, if any:

2. The presentations during these workshops helped me understand my role and responsibilities as a classroom volunteer. Yes ____ No ___
   Comments, if any:

3. The materials used were helpful. Yes ____ No ___
   Comments, if any:

4. The information shared during the mini-sessions was meaningful to me. Yes ____ No ___
   Comments, if any:

5. The time allotted for these workshops was adequate. Yes ____ No ___
   Comments, if any:

6. In general, the objectives of these workshops were achieved. Yes ____ No ___
   Comments, if any:

7. The workshops were well-organized. Yes ___ No ___
Comments, if any:

8. The mini-workshop topic(s) I would like more information on include:

_____

_____

_____

Comments, if any:

9. Recommendations for improving future training workshops for classroom volunteers:

MINI-WORKSHOP: TUTORING/LISTENING SKILLS

OBJECTIVES: AT THE END OF THIS SESSION, VOLUNTEER PARTICIPANTS WILL:

1. Be aware of the essential components involved in a "structured" tutoring program.
   - The tutoring relationship
   - Instructional materials
   - Training tutors in the use of prescribed procedures and materials
   - Management
2. Understand the basic skills involved in developing relationships with children.
   - Basic "attending" skills
   - "Active" listening
3. Understand the need to interrelate tutoring and listening skills in services provided to individuals and small-groups of children.

MINI-WORKSHOP: INDIVIDUAL & SMALL GROUP TUTORING

OBJECTIVES: AT THE END OF THIS SESSION, VOLUNTEER PARTICIPANTS WILL:

1. Be aware of the need to reinforce a helping and caring relationship with children especially those with special needs.

2. Be familiar with the names and definitions which are often used to describe children with special needs.

   - Perception
     - Visual
     - Auditory
     - Body
     - Language
   - Special needs child
     - Visual Learner
     - Auditory Learner
     - Kinesthetic/Tactile Learner
     - Emotionally disturbed child

3. Be aware of some of the activities used to provide opportunities for learning for children with special needs.

   - Visual perception
   - Visual memory
   - Auditory perception
   - Auditory memory
   - Tactile & Kinesthetic perception
   - Body image & awareness

4. Be aware of varying experiences in working with children with special needs via sharing with other classroom volunteers.

PRINCIPLES OF TUTORING

There are some things you have to be able to do in order to be a successful tutor:

1. Get to know and like the student.
2. Try to find out what interests him.
3. Be sure he succeeds, since if he succeeds he will feel good about himself.

Getting Along with the Student:

Be yourself--it will take time and patience for you both to feel comfortable and friendly. Remember, fun and laughter helps to break the "stranger" barrier between you and the student.

1. What a person is called is very important to him. Make sure you say his name the way he wants it said.
2. Make sure the student knows your name. Write it on a card for him.
3. Show your student that you are interested in him as a person. Ask him about himself:

   What does he like to do?
   Who are his friends?
   What is his family like?
   What are his hopes and dreams?

4. Try not to be absent or late for tutoring session. Let the student know if you can't be there. He will be watching closely to see whether or not you show up every time.
5. A few minutes of easy talk is a good way to begin. Listen to what the student has to say. Always look directly at the student when you are talking and/or listening to him.

Make sure the student succeeds. Provide "no-fault" learning experiences.

1. Begin by asking the student to do something you feel sure he can do.
2. Praise the student for his success. Let him know you expected him to succeed by saying: "I knew you could do it."
3. Move to the next lesson. Make sure it is only a very small move. Do something that is not much harder than the first step.
4. If the student does well, praise him and move on to the next part of the lesson. If the student appears confused or shows lack of understanding, provide the correct information without the use of criticism. Ask the student to repeat what you said. Praise him and move on.
5. Always end the tutoring time with praise and/or genuine encouragement that the next session will be just as exciting or fun and that you are looking forward to spending more time working with him.

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

TEACHER/TUTOR CONFERENCE

Date _____ Time _____ Teacher _____ Room No. _____

Grade/Level _____ Tutor _____ Child _____

Discuss with the teacher the following points:

1. Tell me about the child I'll be tutoring.
2. What are the special strengths of the child?
3. What are the special needs of the child?
4. How do you think I can best help you in your plan for helping the child?
5. Are there any particular materials which you would like me to use or shall I use my own judgment?
6. Can you think of anything else that would help me in assisting you in meeting the needs of this child?

SCHEDULE FOR TUTORING: Be certain the two of you agree on the following before you conclude this conference:

Days _____ Time _____

Knock on door _____ Look in and motion the child _____ Other _____

How would you like me to keep in touch with you?

Regular conference by appointment _____
See you informally before or after tutoring _____
Telephone conversations _____

I want to be a help and not a hindrance. Please tell me if you think I am doing anything wrong. Also, I will enjoy hearing about positive results which you feel the child is making.

I will always notify the office if for some reason I have to cancel a tutoring session.

December 18, 1981

Dear Classroom Volunteer:

As we approach the most joyous holiday of the year, we are reminded of the warm expressions of love and sharing you have given the children and teachers in the Bartlesville School Classroom Volunteer Program this school year.

On behalf of the Board of Education, administration, and all of us who serve in the program, we are most grateful for your "gift of time". We realize that yours is a gift that will last and last.

As you know, we are facing exciting and sometimes apprehensive changes in our school system. The impact of these changes will have greater meaning to the community, in general, as a result of your positive involvement. For this, we are also appreciative.

To you and your loved ones, we wish the very best during the holidays. We look forward to seeing you in January.

Educationally yours,

Elaine C. Mosley, Coordinator
Volunteer Program

Dan Neuenswander
Superintendent

Members, Board of Education

Nancy Pichler, Building Coordinator, Ranch Heights

Becky and Marcie Toth, Building Coordinators, Jane Phillips

Anne Tabler, Building Coordinator, Lincoln

Glenda Driskill, Building Coordinator, Hoover

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APPENDIX C

PRE AND POSTTEST INSTRUCTIONS TO TEACHERS AND CORRESPONDENCE

September 10, 1981

Dear Parent:

Your child has been selected to participate in a research project which is being conducted in the Bartlesville Schools.

The purpose of the study is to determine the effects of a classroom volunteer intervention program on reading and math achievement and self-concept among pupils in grades one through three in the ~~pupil's~~ school.

Specifically, children, without using names or any other personally identifiable data, will be categorized into two groups: (1) experimental (the treatment group) and (2) control (the non-treatment group).

Two types of instruments will be used to collect data: the SRA Achievement Test and the Pierce-Harris Self-Concept Inventory. Your permission is needed to allow us to administer the self-concept inventory.

Please complete and sign the form below and return it to school with your child tomorrow. This information will be used for research purposes ONLY and class grades or placement WILL NOT be affected or changed as a result of this study.

Sincerely,

Elaine C. Mosley, Principal
Lincoln Elementary School

- -

_____ I, the undersigned parent, give my permission for my child to participate in the above named research project. I understand that names WILL NOT be used, grades WILL NOT be recorded and my child's class placement WILL NOT be changed or affected as a result of this study.

Date: _____ Signature: _____

_____ I, the undersigned parent, do not give my permission for my child to participa in this research project.

Date: _____ Signature: _____

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

September 14, 1981

TO: Participating Classroom Teachers and Building Principals

FROM: Elaine C. Mosley, Volunteer Program Coordinator

RE: Procedures for Administering the SRA Achievement Test and the Pierce-Harris Children's Self-Concept Inventory

I am enclosing the materials you will need for the SRA test administration and the Pierce-Harris Children's Self-Concept Inventory. Specifically, your package should include the following:

SRA Tests, Form 1

1. Number of pupil tests needed - Participating teachers in Title I Schools, except Jane Phillips, will only administer tests in Grade 3. I have communicated with Dr. Kuntz who concurs that the tests used for the Title I survey can be used for my purposes also. After you have hand-scored your tests, just send them to me, along with the appropriate cover sheet. If you have made marks on the answer sheets, they will not affect the scoring as long as they are made in ball point pen. If they are in pencil, please take aminute to erase them.

2. One teacher test manual per grade level. If you have split class, I am sending a manual for each grade that you teach.

3. Number of pupil practice sheets needed.

4. One class identification sheet. Complete one per class. If you have a split class, you should list only one grade per class sheet.

5. One grade identification sheet. One sheet should be completed per grade.

6. One school identification sheet. The building principal should complete and place on top of the stack for the entire group.

Pierce-Harris Children's Self-Concept Inventory

1. This is an 80 item test. Items should be read to all grade levels.

2. Time Requirements- Only 15 to 20 minutes are usually required to administer the entire inventory. However, there are no time limits.

3. Instructions - PLEASE READ CAREFULLY

a. Before you distribute the scales to your students, go down your class roll and assign each student in your class a number. For example:

Class Roll	Self-Concept Inventory
Joe Bloe - 001	001
Clean Gean - 002	002
Sil Hill - 003	003

b. The number you assign each student should correspond with the appropriate number on the inventory. This number should be kept in your class book so that same pupil will receive the same number during the post-test in the spring.

c. Complete the front page identification data blanks. You may want to do this ahead of time, especially for first and second graders.

PUPIL I. D. _____

AGE: _____ GRADE _____

BOY: _____ SCHOOL _____

GIRL: _____ TEACHER_____

d. Now that the pupils are ready to take the inventory, read the general directions listed at the top of the front page - identification data sheet.

e. It is permissable to define "unpopular" in item No. 11.

RETURNING MATERIALS, SRA TESTS AND SELF-CONCEPT INVENTORY

1. All data should be completed and returned to me by Friday, September 18. We would like to schedule the Volunteers to begin their observations in your rooms, Monday, September 21. Remember, they are to observe ONLY on the first visit. They will need to conference with you during your planning period or at your convenience and then they will report to you for delivery of services (unless you feel they need to observe a second time or they do).

I sincerely appreciate all the effort you have put forth in preparation for the implementation of the School Volunteer Program. You can be sure that your efforts will pay big dividents for you and our students. If I can be of help, please call me.

April 7, 1982

TO: Principals and Teachers Participating in the Classroom Volunteer Program

FROM: Elaine Mosley, Coordinator, Volunteer Program

RE: Post-Testing for Volunteer Program

It's hard to imagine, but the school year is fast drawing to a close. We need to begin the post testing of children participating in the volunteer program. Please observe the following tests schedules:

SRA

A. TESTING DATES: APRIL 12-15, 1982

B. IMPORTANT! Each teacher should go over each child's test to see that the answers (bubbles) are heavily grided. My fingers are still aching from bubbling in over 200 tests in September. Please help me with this problem. If the bubbles are barely marked the computer will not record the answer. Each child should use a No. 2 pencil.

C. All tests should be returned to me at Lincoln School by Monday, April 19. If you complete your testing before this time, please send them to me. I will be happy to pick them up if you miss the school mail pick up.

PIERS-HARRIS SELF-CONCEPT AND BRP TEACHER RATING SCALE

A. TESTING DATES: APRIL 19-22, 1982

B. Be certain that each child's Pretest I.D. Number corresponds with the Post-Test I.D. Number. The same number should be used for the Self-Concept and BRP Teacher Rating Scale (pupil behavior).

FOR EXAMPLE:

SRA	PIERS-HARRIS	BRP TEACHER-RATING SCALE
Adam, Kabe -	001	001
Barth, Harry-	002	002

C. Please forward a list of pupil names with their corresponding I.D. Numbers when you return the Self-Concept and BRP Scales. The names of students will not be used, however, I need to match the SRA tests results with their corresponding I.D. Numbers on the other instruments.

D. All test results should be returned to me at Lincoln by MONDAY, APRIL 26, 1982.

If you have questions concerning the instructions or testing dates, please give me a call at Lincoln. Results of the SRA will be available to send to parents before the end of the school year. One last reminder! Don't forget to check the bubbles on each child's SRA test.

O ⊘ O O WRONG!

O O ● O RIGHT!

Each child should use a NO. 2 PENCIL.

Your cooperation is sincerely appreciated.

APPENDIX D

CORRESPONDENCE TO TEACHERS

September 23, 1981

TO: Participating Teachers

FROM: Elaine Mosley, Program Coordinator

RE: Placement and Delivery of Services for Classroom Volunteers

Most of you have completed the pre-testing of your students and are ready to receive your volunteer workers. I hope you will review your blue book (page 19) as well as other pertinent information you received during the summer workshops.

It would be especially helpful to review the following:

* initial teacher/volunteer conference sheet (to be used after the observation)
* school volunteer worksheet (you should have two examples)
* responsibilities of teachers and volunteers
* expectations: teachers-volunteers

If you have volunteers who will serve as tutors, you will need to:

* identify and specify an objective(s) you want your volunteer to accomplish with the child(ren), and

* recommend materials which they might use.

The above are essential components of the "structured" tutoring program which includes:

* the tutoring relationship (basic "Attending" and "Active" listening skills)
* instructional materials (objective and resources)

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

To: Participating Schools: Ranch Heights, Jane Phillips, Hoover, and Lincoln

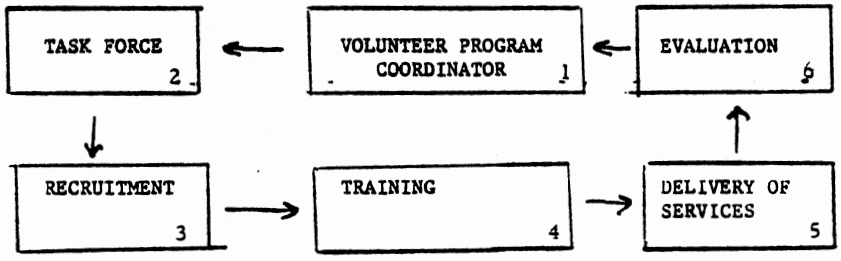
From: Elaine C. Mosley, Volunteer Program Coordinator

Re: First meeting concerning the implementation of the B.V. Program

Agenda Items

I. Introduction
   A. Overview of volunteer program
   B. Scope and purpose

II. Components



III. Responsibilities accompanying components

IV. What's it worth to Kids, you, the district, and the community?

V. Questions / Answers.....

* training tutors in the use of prescribed procedures and materials
* management

Finally, you will recall (during the summer workshop) that we would need to use three instruments for the research project:

* SRA testing
* Pierce-Harris Self-Concept Inventory
* Teacher Rating

You have completed two of the above and since you have been involved with test administration, I thought I would wait a week or so before I ask you to rate your students based on how you see them. This can be done almost at your leisure as long as you are comfortable (smiles).

Again, please accept my sincere appreciation for your efforts. Remember, volunteer service will pay and pay and pay ...

Placement and Delivery of Services Cycle:

* Observation
* Initial Teacher/Volunteer Conference
* Delivery of Services (Volunteers Working in Classrooms)

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cc: Building Principals
Building Coordinators

APPENDIX E

EVALUATION OF CLASSROOM VOLUNTEER PROGRAM

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

DIRECTIONS: The goals for the Bartlesville School Volunteer Program are enclosed for your review

PART I Read the list of statements listed below. Record your responses by checking the appropriate line under the columns labeled: 5, 4, 3, 2, and 1. Please respond to each item.

PART II This part of the evaluation should be completed as you deem necessary. You need not feel obligated to respond to every item.

SCALE VALUE:

5 = highly observed
4 = observed most of the time
3 = frequently observed
2 = seldom observed
1 = not observed at all this year

		5	4	3	2	1
1.	My skills and/or special talents were used to enrich the in-instructional program.	—	—	—	—	—
2.	My services allowed the classroom teacher greater use of his/her professional services as they related to children.	—	—	—	—	—
3.	Children with whom I worked (individually and in small groups) showed increased improvement in school achievement.	—	—	—	—	—
	Children with whom I worked showed increased improvement in self-concept and/or self-esteem.	—	—	—	—	—
	Children with whom I worked showed increased improvement in their behavior in school.	—	—	—	—	—
4.	My volunteer training and orientation was adequate for work in the classroom.	—	—	—	—	—

		5	4	3	2	1
5.	The classroom teacher planned sufficiently for the use of my time in the classroom.	—	—	—	—	—
6.	No difficulty was experienced working under the direction of the classroom teacher.	—	—	—	—	—
7.	My work with students in the classroom was harmonious.	—	—	—	—	—
8.	The students seemed to have expected and enjoyed my involvement in the classroom.	—	—	—	—	—
9.	My involvement in the school(s) improved my attitude towards the school, in general.	—	—	—	—	—
10.	Involvement in the school(s) increased my awareness of the good that's being accomplished and the professionalism of the classroom teacher.	—	—	—	—	—
11.	Involvement in the school increased my awareness of problems which exist in our school(s).	—	—	—	—	—
12.	Involvement in the school(s) increased my awareness of the shared responsibilities of school and community with regard to public education.	—	—	—	—	—

PART II

Use the section to make specific comments concerning various aspects of the volunteer program.

A. Recruitment

B. Training
   1. Volunteer

   2. Teacher

   3. Administrator

   4. Building Volunteer Coordinator

C. Communications
   1. Volunteers

   2. Building Volunteer Coordinator

   3. Classroom Teacher

D. Delivery of Services
   1. Time/Days

5 4 3 2 1

2. Services Requested

3. Classroom Assignment

E. General Statements (add other statements if you wish)

1. Strengths of Volunteer Program

2. Weaknesses of Volunteer Program

3. I would like to continue my volunteer involvement next year?

4. Changes I would recommend to improve the quality of the program include:

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

CLASSROOM TEACHER'S EVALUATION SHEET

DIRECTION: The goals for the Bartlesville School Volunteer Program are enclosed for your review.

PART I Read the list of statements below. Record your responses by checking the appropriate box under columns labeled 5, 4, 3, 2, and 1.

PART II Please add your own comments based on your individual needs.

SCALE VALUE:

5 = highly observed
4 = observed most of the time
3 = frequently observed
2 = seldom observed
1 = not observed at all this year

		5	4	3	2	1
1.	The skills and/or special talents of the classroom volunteer enriched the in-instructional program.	—	—	—	—	—
2.	The services of classroom volunteers enhanced greater use of my professional services to children.	—	—	—	—	—
3.	Children who were tutored on an individual and small group basis showed increased improvement in school work performance and self-esteem.	—	—	—	—	—
4.	My classroom volunteer(s) appeared to have been sufficiently prepared (trained) for work in the classroom.	—	—	—	—	—
5.	The assignment of classroom volunteers relieved me of many non-professional chores.	—	—	—	—	—
6.	The volunteers worked co-operatively and willingly under my direction in the classroom.	—	—	—	—	—

		5	4	3	2	1
7.	The volunteers worked harmoniously with students in the classroom.	—	—	—	—	—
8.	There was evidence that children looked forward to and enjoyed working with classroom volunteers.	—	—	—	—	—
9.	The use of school volunteers improved school-community relations.	—	—	—	—	—
10.	The use of volunteers increased their awareness of the good that's being accomplished in school and my efforts as a classroom teacher.	—	—	—	—	—
11.	Volunteer involvement has increased their awareness of school problems.	—	—	—	—	—
12.	The use of volunteers has stimulated a positive and supportive attitude towards our school and public education in general.	—	—	—	—	—

PART II

Use this space to make brief but specific comments.

A. Recruitment

B. Training:
   1. Volunteer

   2. Teacher

3. Administrator

C. Communications:
1. Volunteers

2. Building Coordinator

3. Volunteer Program Coordinator

D. Delivery of Services:
1. Attendance and dependability of volunteers

2. Time (hours, days) spent in classroom

3. Additional skills and/or techniques volunteers need

E. General Statement:
1. Strengths of volunteer program

2. Weaknesses of volunteer program

3. Are you interested in having volunteers next year

4. What changes would you recommend to improve the quality of the volunteer program

BARTLESVILLE SCHOOL VOLUNTEER PROGRAM

PRINCIPALS' EVALUATION

DIRECTIONS: The goals of the Bartlesville School Volunteer Program are enclosed for your review.

PART I Read the list of statements below. Record your responses by checking the appropriate box under the columns labeled 5, 4, 3, 2, and 1.

PART II Add your own comments based on the needs of your school.

SCALE VALUE:

5 = highly observed
4 = observed most of the time
3 = frequently observed
2 = seldom observed
1 = not observed at all this year

		5	4	3	2	1
1.	The skills and/or special talents of the classroom volunteers enriched the instructional program.	—	—	—	—	—
2.	The services of classroom volunteers enhanced greater use of the teacher's professional services to children.	—	—	—	—	—
3.	Children who were tutored showed increased improvement in their school behavior.	—	—	—	—	—
4.	Classroom volunteers were sufficiently trained for work in the classroom.	—	—	—	—	—
5.	Classroom volunteers relieved the classroom teachers of many non-professional chores.	—	—	—	—	—

		5	4	3	2	1
6.	The volunteers worked cooperatively under the direction of the administrator and classroom teacher.	—	—	—	—	—
7.	The volunteers worked harmoniously with children and the classroom teacher.	—	—	—	—	—
8.	The student's appeared to have enjoyed working with classroom volunteers.	—	—	—	—	—
9,	The use of school volunteers improved school-community relations.	—	—	—	—	—
10.	The use of volunteers increased their awareness of the good that's being accomplished in school by classroom teachers.	—	—	—	—	—
11.	Involvement of volunteers increased their awareness of problems which exists in the public school.	—	—	—	—	—
12.	The use of volunteers stimulated a positive and supportive attitude towards our school and public education, in general.	—	—	—	—	—

PART II
This space can be used for your specific, but brief comments. You need not respond to very item unless you have concerns or positive remarks you want to share.

A. Recruitment:

B. Training:
1. Volunteers

2. Teachers

3. Administrator

4. Building Volunteer Coordinator

C. Communications:
1. Volunteers

2. Building Coordinators

3. Volunteer Program Coordinator

4. Building Principal

5. Classroom Teacher

D. Delivery of Services
1. Attendance and Dependability of Volunteers

2. Time (hours, days) spent in classroom

3. Interest in having volunteers in your building next year

4. Changes you would recommend to improve the quality of volunteer program

VITA

Elaine S. Christian Mosley

Candidate for the Degree of

Doctor of Education

Thesis: THE EFFECTS OF A CLASSROOM VOLUNTEER PROGRAM ON ACHIEVEMENT, SELF-CONCEPT, AND BEHAVIOR AMONG PRIMARY GRADE PUPILS

Major Field: Educational Administration

Biographical:

Personal Data: Born in St. Louis, Missouri, March 4, 1941, the daughter of the Reverend and Mrs. John W. Savage and the late Mabel Christian.

Education: Graduated from Hadley High School, St. Louis, Missouri, in January, 1959; attended Harris Teachers College, St. Louis, Missouri, January, 1959, through May, 1959; received Bachelor of Science in Education degree from Lincoln University, Jefferson City, Missouri, in 1964; received Master of Education degree from Lincoln University, Jefferson City, Missouri, in 1973; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1982.

Professional Experience: Elementary Teacher, St. Louis Public School System, 1964-70; Elementary School Teacher, Immaculate Conception School, Jefferson City, Missouri, 1970-73; Junior High School Counselor, Bartlesville Public School System, 1973-75; Elementary Principal, Lincoln School, Bartlesville, Oklahoma, 1975 to present. Coordinator of Bartlesville School Volunteer Program, 1981.