

Hosting UA Volunteers: A Handbook for Community Organizations

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How it Works

Do you want to improve the quality and commitment of your college student volunteers? We can help.

Rationale for this Handbook: College students often seek work and volunteer experiences that will help them develop their career skill set for after graduation. This guidebook provides the resources for your organization to tailor experiences for your volunteers to help them improve their leadership skills. The Goal of this handbook is to provide new entry level volunteers with learning tools that will prepare them to take on more responsibility.

About the Resources in this Handbook: Designed to provide materials and resources to help develop the leadership skills of current college age student volunteers, the handbook provides templates that can be adapted to better suit your organization's activities.

Some resource materials are processing tools for the volunteers to use. For example if the volunteer is interested in designing a new activity, the activity design template provides guidance on how to go about outlining their idea for organizational review. Other resource materials are designed for the supervisors to use such as the volunteer observation form and the volunteer evaluation form.

The Volunteers: There are two levels volunteers fall into. (1) Entry level volunteers might have limited hours to commit and therefore not many responsibilities. (2) Leadership and intern level volunteers take on more work responsibilities and commit more time.

TABLE OF CONTENTS:

Resources:

- How to Collaborate 5
- How to Mentor Strategies 7
- Oral Communication Skills 8

Designing & Planning Lessons & Activities

- Preparing and Planning an Existing Lesson 10
- Preparing and Presenting a Lesson 11
- Lesson Idea Form 12
- Lesson Idea Form Key 13
- Designing a Learning Activity 14
- Designing a Learning Activity (Template) 16

Assessment

- How to Run Assessment Sessions 18
- Skills Growth: Pre-Assessment for Student Volunteers 19
- Skills Growth: Teamwork Pre-Assessment for Student Volunteers 20
- Volunteer Reflection 21
- Supervisor Observation Assessment of Volunteer 22
- One-On-One Meeting/Evaluation 23
- Request for Level Advancement 24

Forms

- Volunteer Goal Form 26
- Homework Log 28
- K-12 Student Recommendation Form 29

Resources

These documents will get your volunteers ready to mentor, collaborate, and successfully communicate with each other and with your clients. These tools help to build the foundations for successful leaders and interns and foster a team-oriented environment.

How to Collaborate

Necessary Characteristics of Effective Collaboration with STUDENTS

- ❖ Be an Educator:
 - Connect content to other subjects and lessons to explain how the student can develop their own answers.
 - Check students' homework to ensure accuracy and understanding of the concepts they learned in school.
- ❖ Communicate Often:
 - Communicate with students, parents, and staff any incidents or details that are pertinent to helping students effectively.
- ❖ Be Open:
 - Be prepared to help all different kinds of students, including students with physical or learning disabilities.
- ❖ Help Students Stay Organized:
 - Check backpacks to ensure that it is organized, clean, and contains all materials necessary for the student's success.
- ❖ Be Great:
 - Serve as a positive role model. Students will see everything that you do; compose yourself well and encourage students to strive for success.

How to Collaborate

Necessary Characteristics of Effective Collaboration with other VOLUNTEERS

- ❖ Have Goals:
 - Goals are clear, are understood, and have the full commitment of all team members. What do you want to achieve?
- ❖ Be Open:
 - Volunteers should be open to express thoughts, feelings, and ideas freely and respectfully. Do not be biased about what you see or hear.
- ❖ Be Trustworthy:
 - Volunteers should trust each other and should never fear ridicule or reprisal.
- ❖ Be Respectful:
 - Volunteers should feel free to voice differences and work through them with the help of other volunteers.
- ❖ Be Supportive:
 - Volunteers should be willing to help other volunteers and should be comfortable asking for help.
- ❖ Be Flexible:
 - Volunteers should be able to adapt to new situations and work together to produce a successful result.
- ❖ Be Great:
 - Work hard and do your best. Give 100% all the time and be able to leave everything at the door.

How to Mentor Strategies

What do academic mentors do?

The mentor is a model, a motivator, and a counselor to the student.

Ten ways to be an effective mentor:

1. Be credible.
 - a. Know what you are talking about and do not give your student false information. If they have a question you do not know the answer to, seek the answer for them.
2. Be a positive role model.
 - a. Your mentee will start to look up to you and imitate you. They will be watching everything you do, so stay positive and project a virtuous image.
3. Be genuinely interested in your mentee.
 - a. Take time to understand your mentee and take their questions and interests seriously. Your mentee will feel appreciated and surprised when you remember something they told you a week or two ago.
4. Share appropriate, personal experiences and insights if necessary.
 - a. Again, you are a role model, share experiences that the mentee can aspire to.
5. Ask open questions to initiate conversation.
 - a. When tutoring specifically, ask guided questions in order to teach your student rather than giving them answers.
6. Provide fresh perspectives and offer help when needed.
 - a. You are there to help your mentee, use your perspective and knowledge to provide new information and experiences to your mentee.
7. Provide helpful feedback of the accomplishments of your mentee.
 - a. Focus on solving problems rather than finding blame for problems. Never tell a student they are wrong; tell them what to do to improve.
8. Acknowledge achievements, personal and academic.
 - a. Celebrate the growth of your mentee.
9. Encourage and expect excellence from your mentee.
 - a. Give your mentee responsibility and accountability in order to push them to strive for greatness.

MOST IMPORTANTLY:

Put yourself in the shoes of the mentee. Understand what they are going through and understand them as a person. If you are able to see the world from their point of view, the mentee will be more willing to listen to your advice.



Oral Communication Skills

What is Oral Communication?

Oral Communication is a prepared and purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listener's attitudes, values, beliefs, or behaviors.

How to Use Oral Communication Skills to be an Effective Leader:

- Your language should be clear and appropriate:
 - Your language choices should be imaginative, memorable, compelling, and enhance the effectiveness of the presentation.
 - Your language must be appropriate to the audience.
- Your language also includes body language and other visual/vocal cues:
 - Delivery techniques (posture, gesture, eye contact, and vocal responsiveness) make the presentation compelling, appear polished and confident, and the audience will respond positively.
 - Stay unbiased and do not pass judgment towards your students.
 - Actively listen to their ideas and be respectful. Respond and stay engaged.
- Require active participation:
 - Communicating with students and other volunteers should be a conversation. Allow the students and volunteers to be comfortable speaking and give them plenty of opportunities to express themselves.
 - Find ways to interact with every student and volunteer in your group.

Designing and Planning Lessons and Activities

These documents will get you volunteers ready to prepare and plan existing lessons and create their own lessons and learning activities. These tools will help your volunteers take initiative on their own projects and develop the confidence to not only lead activities and take ownership of their experience.

Preparing and Planning an Existing Lesson

Make sure to follow the “85/15” rule when presenting. About 85% of the lesson should be student centered, hands-on, and interactive student engagement activities. Only about 15% should be teacher instruction, such as introducing the lesson, posing questions, and giving instructions.

- 1. Read the lesson carefully at least one week prior to presenting the lesson.**
 - a. Determine the time you have to complete the lesson.
 - b. Adapt the lesson if necessary if it does not fit in your time allotment.
 - c. Research any content or ideas you did not understand from the lesson.
- 2. Collect all materials you will need to complete the lesson.**
 - a. This includes: photocopies of worksheets, crafts, games, supplies, technology, computers, projectors, etc. that are necessary to use for this lesson.
- 3. Practice presenting the lesson.**
- 4. Review the lesson the day prior to presenting.**
- 5. Prepare the classroom with any materials and supplies needed.**
 - a. Do you want to post the objective on the board, on paper, etc.?
 - b. Do you want to post the agenda of the lesson on the board, paper, etc.?
 - i. This is always helpful to keep your students and yourself on task.
 - c. Make sure all your materials are present and are working, especially technology if needed.
- 6. You are ready to teach the lesson!**
 - a. Keep track of time and pace yourself appropriately.
- 7. After the lesson is complete, reflect with yourself and your students.**
 - a. What went well?
 - b. What did not go well?
 - c. Were the students engaged most of the time?
 - d. What did the students like?
 - e. What did the students dislike?

Preparing and Presenting a Lesson

1. Outline the Learning Objective	
Prepare	
<ul style="list-style-type: none"> a. What do you want the students to learn? b. Why is the lesson topic important? c. How does this lesson relate to what the students have already learned? 	
2. Develop the Introduction	
Prepare	Present
<ul style="list-style-type: none"> a. Introduce new content that the students will explore throughout the course of the lesson. 	<ul style="list-style-type: none"> a. Present the goal of the lesson to the students. b. Ask questions to the students to see what they already know about the content.
3. Plan the Specific Learning Activities (the Main Body of the Lesson)	
Prepare	
<ul style="list-style-type: none"> a. Design specific activities you will use to understand the content and apply their learning. b. Prepare several different ways of presenting the material. c. Estimate the time each activity will take to complete. 	
4. Plan to Check for Understanding	
Prepare	Present
<ul style="list-style-type: none"> a. Create assessments that will evaluate the students learning, such as quizzes and homework activities. 	<ul style="list-style-type: none"> a. Constantly ask students questions about the content during the lesson and learning activities.
5. Create a Realistic Timeline	
Prepare	
<ul style="list-style-type: none"> a. Estimate how long your lesson will be, and plan extra time at the end of the lesson for questions and assessments. b. Have back-up activities available if your lesson runs much quicker than expected. 	
6. Presenting the Lesson Plan	
Present	
<ul style="list-style-type: none"> a. Write an agenda or itinerary on the board so the students know what to expect. b. Make sure the students understand the goal of the lesson and how the lesson will progress. 	
7. Reflecting on Your Lesson Plan	
Prepare	Present
<ul style="list-style-type: none"> a. Take some time to reflect on what went well, what did not go well and why. b. Adjust your lesson plan so it will be more successful the next time you do this lesson. 	<ul style="list-style-type: none"> a. Ask the students what they liked and what they did not like and why.

Lesson Idea Form

Make sure to follow the “85/15” rule when presenting. About 85% of the lesson should be student centered, hands-on, and interactive student engagement activities. Only about 15% should be teacher instruction, such as introducing the lesson, posing questions, and giving instructions.

Lesson Name:
Author:
Length of Lesson:
Category (grade/subject):

Learning Lesson Idea: _____

Set the Context (Why this lesson, how is it relevant to the students’ lives?):

Is this lesson part of a module? (Circle one) Yes No N/A

Specific Lesson Topic/ Content Area: _____

A. The Objective: What will the Students Learn?

1. “They will learn _____”
2. “They will be able to _____”

B. Lesson Outline:

Activity	(B) Description of Each Activity	(E) Activity Product	(F) Time	
			Teacher Instruction	Student Hands-On
(C) Introduction Activity	Step 1: Step 2: Etc.:			
Activity 1	Step 1: Step 2: Etc.:			
Activity 2	Step 1: Step 2: Etc.:			
(D) Closing Activity	Step 1: Step 2: Etc.:			
		(G) Total Time:		

Lesson Idea Form (KEY)

Make sure to follow the “85/15” rule when presenting. About 85% of the lesson should be student centered, hands-on, and interactive student engagement activities. Only about 15% should be teacher instruction, such as introducing the lesson, posing questions, and giving instructions.

A. Outline the Learning Objective

1. What is the learning objective?
2. If applicable, make connections to other learning activities the students completed in the past.

B. Plan the Specific Learning Activities (the Main Body of the Lesson)

1. Design specific activities you will use to understand the content and apply their learning.
2. Prepare several different ways of presenting the material.
3. Estimate the time each activity will take to complete.

C. What should go in the Introduction

1. The introduction should only be about 5-10 minutes.
2. It should introduce new content that the students will explore throughout the course of the lesson.
3. Ask students what they may already know about the topic to gauge their prior knowledge.

D. Develop a Conclusion

1. Summarize the main points of your lesson.
2. Relate this lesson to upcoming lessons as well (if applicable).

E. Plan to Check for Understanding

1. What questions about the content will you ask the students?
2. What will the product of each learning activity be?

F. Create a Realistic Timeline

1. Estimate how long your lesson will be, and plan extra time at the end of the lesson for questions and discussion.
2. Have back-up activities available if your lesson runs much quicker than expected.

G. Check to make sure your lesson follows the “85/15” rule.

Designing a Learning Activity (Informational Tool)

Step 1: Develop Your Learning Activity

Outline the learning objectives and the goal of the activity. Develop an introduction for your activity using the learning objectives. The introduction should include any background information and key concepts the students will need to know to complete the activity. What will the students have to do in order to complete the activity? Create a realistic timeline that accurately represents how much time the activity will take, and how much time each step of the activity will take. Make sure your learning activity accurately represents the curriculum content and is appropriate for the students it is developed for. Include any modifications you may need for students who require modifications or adaptations.

Step 2: Do the Learning Activity

Present the activity to the students. Explain to the students the objective of the activity, and any concepts they will need to know before doing the activity. Make sure to write the objective on the board for reference throughout the activity. Ask some warm-up questions about the concepts to get the students thinking about the topic and to gauge how much your students know about the topic already. Explain how the activity will be done. What will the student need to do to complete the activity successfully? While the students are completing the activity, aid the students when they need it, and guide students who may not be doing the activity correctly. Give the students feedback on their work consistently throughout the activity and always reinforce positive work. Make sure to take notes while the activity is taking place. What is working well? What isn't working well? What can be changed to improve the activity?

Designing a Learning Activity (Informational Tool)

Step 3: Share and Reflect

Have the students share what they have completed and what they have learned with the other students. Plan to check for understanding. What did the students learn from this activity? Did what they learn mirror the objective of the learning activity? Ask the students what they liked and what they did not like about the activity. What worked well for them? What did not work well for them? Was anything too easy or too hard for them to complete? What questions do they still have? Use these reflections to edit and adapt your learning activity as necessary for the future. When the activity is complete, make sure to link it back to your lesson plan and introduce the “big picture” to the students. You may also like to preview the next learning activity if you already have it planned.

Designing a Learning Activity (Template)

Activity Name:
Author:
Length of activity:
Category (grade/subject):
Necessary Student Modifications:

Steps	Time	How	Materials
Step 1: Setup	<i>How much time will each step take?</i>	<ul style="list-style-type: none"> • <i>Setup the activity: provide students with any materials they may need prior to the activity.</i> 	<i>List any materials the students or teacher will need to start the activity.</i>
Step 2: Setting the Context		<ul style="list-style-type: none"> • <i>Explain the objective and concepts</i> • <i>Ask warmc up questions</i> • <i>Explain the process, materials, and concepts of the activity.</i> 	
Step 3: Brainstorming		<ul style="list-style-type: none"> • <i>What do the students hope to learn?</i> 	
Step 4: Do the Activity		<ul style="list-style-type: none"> • <i>Students do activity</i> • <i>Aid along the way.</i> 	
Step 5: Share Results		<ul style="list-style-type: none"> • <i>Assess student's work</i> • <i>compare and contrast.</i> • <i>Answer questions they still have.</i> 	
Step 6: Activity Reflection		<ul style="list-style-type: none"> • <i>Ask reflection questions about the activity.</i> 	

Assessment

These documents will get you and your volunteers on the same page. Volunteers will be able to use these tools to reflect on their experience and their growth, and supervisors will be able to use these tools to assess the volunteer and determine if the volunteer is ready to move into a leadership or internship role.

How to Run 'Assessment' Sessions

Pre-Assessment (Once Before Volunteer Start Date)

See "Student Pre-Assessment" and "Teamwork Assessment"

Volunteers will fill out this form at the start of volunteering. During the one-on-one meetings, the supervisor and volunteer will discuss this form and assess the volunteer's growth.

Self Evaluation (Once per Semester Before One-On-One and/or Once Before Submitting Request for Level Advancement)

See "Volunteer Reflection"

Volunteers will fill out self-assessment tools in order to reflect on their growth and their areas that need improvement.

Observation (Quarterly Each Semester)

See "Observations Assessment of Volunteer"

The supervisor will observe the volunteer and record the performance of the volunteer. The supervisor will note areas of excellence and areas that need improvement. This will be used as the basis for the supervisor during one-on-one meetings.

One-On-One / Request for Level Advancement (Once per Semester and upon Volunteer Request for Level Advancement)

See "Advancement interview One On One Meeting"

The supervisor will "interview" the volunteer and use all the pre-assessment, reflection, and observation forms to discuss the performance of the volunteer. This will include areas of excellence, areas that need improvement, and concerns of the volunteer, and any concerns of the supervisor. This will also be used to determine the readiness of the volunteers to advance to upper-level positions.

Name:

Date:

Skills Growth: Pre-Assessment for Student volunteers

Your answers will help us to:

- Place you in the 'right' fit!
- Inform us about what training and guidance you need.

NOTE: You will fill out this assessment at the start of volunteering and when you finish.

	Work related skills:	No - not a priority skill for me.	Maybe - Want opportunities to learn.	Mostly - Need more opportunities to improve.	Always - I can take a lead on this.
1	I am good at working with others:				
2	I am good at taking initiative:				
3	I meet my goals/objectives:				
4	I have good oral communication skills:				
5	I have good written communication skills:				
6	I have good decision making skills:				
7	I have good organizational/planning skills:				
8	I have good teaching skills:				
9	I have good mentoring skills:				
10	I have good tutoring skills:				
11	I am punctual:				
12	I am teachable:				
	Qualities on the job:	No - I want to work on this	Sometimes - I am mood sensitive	Most of the times	Yes - Always
13	I have a positive attitude:				
14	I am patient:				
15	I am kind & caring:				
16	I am spontaneous:				
17	I am outgoing:				
18	I am confident:				
19	I am approachable:				
20	I am creative:				
21	What skills do YOU want to get out of your volunteer experience? And Why? <i>(more space in back)</i>				

Name:

Date:

Skills Growth: Teamwork Pre-Assessment for Student volunteers

Your answers will help us to:

- Place you in the 'right' fit for our team!
- Inform us about what training and guidance you need.

NOTE: You will fill out this assessment at the start of volunteering and when you finish.

	Teamwork related skills:	No - not a priority skill for me.	Maybe - Want opportunities to learn.	Mostly - Need more opportunities to improve.	Always - I can take a lead on this.
1	I am good at working with others:				
2	I am good at taking initiative:				
3	I meet my goals/objectives:				
4	I contribute to team meetings:				
5	I encourage others to participate in teams:				
6	I have good decision making skills:				
7	I have good organizational/planning skills:				
8	I complete all assigned tasks on time:				
9	I respect the opinions of team members:				
10	I am positive:				
11	I motivate my team to be great:				
12	I address and resolve conflict:				
	Qualities on the job:	No - I want to work on this	Sometimes - I am mood sensitive	Most of the times	Yes - Always
13	I have a positive attitude:				
14	I am patient:				
15	I am kind & caring:				
16	I am spontaneous:				
17	I am outgoing:				
18	I am confident:				
19	I am approachable:				
20	I am creative:				
21	What teamwork experience have you had in the past?				
22	What strengths and leadership skills do you have to contribute to the team?				

Volunteer Reflection

Volunteer Name: _____ Date: _____

1. What role do you prefer to play when being a volunteer? Why? (Teacher, mentor, friend, leader, other).
2. What do you think is your most successful skill/quality that helps you be an effective volunteer? Why?
3. What do you think is your biggest accomplishment as a volunteer so far? Why?
4. What type of problems have you encountered as a volunteer, if any?
5. How were you able to solve those problems?
6. What do you think you still need to improve on as a volunteer? Why?
7. What can you do in order to improve?
8. What skills do you feel you needed to have before you became a volunteer? What would you have liked to know before you started?

Supervisor Observation Assessment of Volunteer

Supervisor Name:

Volunteer Name:

Today's Date:

Date of Last Observation Assessment:

What activity is the volunteer currently involved in? (i.e. tutoring, supervising, teaching learning activity, etc.)
What attitude is the volunteer portraying when interacting with students? (Positive, negative, neutral, irritated, annoyed, happy, etc.)
What attitudes are the students portraying to the volunteer?
Did the volunteer complete all necessary activities associated with current task? If not, what did the volunteer not complete?
What areas do you see the volunteer improving since last observation? If this is the first observation, what areas do you see the volunteer succeeding?
What areas do you see the volunteer needs to improve on?
Does the volunteer fall short, meet, or exceed expectations of their task? Why?

Advancement Interview/ One-On-One Meeting

One-On-One Meeting/Evaluation

For the volunteer to answer:

Pre-Assessment:

Looking at the volunteer's pre-assessment and teamwork assessment, what areas do you (the volunteer) feel you have grown and improved on?

For areas you have marked "always" on the pre-assessment, do you feel like you have been true and committed to maintaining your skills and job qualities?

What areas, if any, do you feel you still need to improve on?

Self Evaluation:

Since filling out the "Volunteer Reflection," what have you done to improve on the areas you thought you still needed to improve on?

Do you feel like you have improved in those areas? If not, what else can be done to improve/ how can the supervisor help you improve?

What goals do you want to accomplish by next evaluation period?

For the supervisor to answer:

Observation:

Address the attitude of the volunteer towards the students, and the attitude of the students towards the volunteer. If any of the attitudes were negative, how can they be improved?

Address the effectiveness of the volunteer in completing their task:

What areas did the volunteer improve on/ succeed in since last evaluation period?

Supervisor (Print)

Volunteer (Print)

Supervisor Signature

Date

Volunteer Signature

Date



Advancement Interview/ One-On-One Meeting

Request for Level Advancement

For the Volunteer:

Would you like to advance to an upper-level volunteer/intern? Why?

What tasks did you complete in order to advance to the next level? (i.e. design learning activity, manager level 1 volunteers, etc.)

If you advance to the next level, what are you hoping to achieve?

For the supervisor:

Did the volunteer complete all tasks necessary to advance to the next level? (Circle: Y / N)

Do you feel like the volunteer has enough leadership and management skills to handle the responsibilities of the next level? (Y / N) Why/ why not?

Based on everything above, will you allow the volunteer to advance to the next level? (Y / N) Why/ why not?

If not, what can the volunteer improve on in order to be ready to advance to the next level by next evaluation period?

Supervisor (Print)

Volunteer (Print)

Supervisor Signature

Date

Volunteer Signature

Date



Forms

Here are a few example documents that will get your volunteers thinking about their goals as a volunteer, an example homework log, and an example recommendation form. These tools are designed with tutoring/mentoring sessions in mind, but can be adapted to any type of general record keeping.

VOLUNTEER GOAL FORM

1. What GOALS do you wish to achieve through your volunteer experience?

- **Make sure your goals are specific (WHAT your goals are, WHO your goals affect, and by WHEN do you plan to achieve your goals).**

Type Of Goal	What Do You Want to Achieve?
Education/ Experience	
Personal	
Social	
Other	

2. What will you do to achieve these goals?

Type Of Goal	How Will You Achieve Your Goals?
Education/ Experience	
Personal	
Social	
Other	

VOLUNTEER GOAL FORM

3. What OBSTACLES do you see in your present life that might make it more difficult to reach your goals?

4. How can you overcome these obstacles?

5. Circle all the CHARACTERISTICS that you possess that can help you reach your goals:

- | | | | |
|--------------------|-------------------|--------------------|--------------------|
| Outgoing | Organized | Efficient | Helpful |
| Convincing | Friendly | Punctual | Serious |
| Responsible | Dedicated | Independent | Honest |
| Optimistic | Adaptive | Sincere | Open-Minded |
| Team Player | Dependable | Trustworthy | Creative |

OTHER_____

Homework Log

FOR THE STUDENT TO FILL OUT:

Student: _____ Date: _____ Time: _____

What is your homework today?	Due Date:	Do you have everything you need today?	What was your biggest accomplishment today:
Math		<input type="radio"/> Pencil	
Reading		<input type="radio"/> Paper	
Writing		<input type="radio"/> Books	
Science		<input type="radio"/> Homework	
Social Studies		What's missing?	
Other			

FOR THE VOLUNTEER TO FILL OUT:

Volunteer: _____ Date: _____ Time: _____

What you worked on together today:	Was the homework completed? (Y/N)	What the student did well:	Was the student's backpack organized?
Math			
Reading			
Writing		What the student struggled with:	What specifically does the student need help with tomorrow?
Science			
Social Studies			
Other			

K-12 Student Recommendation Form

For the volunteer to complete at the end of the day:

Student Name: _____ **Grade:** _____ **Date:** ____/____/____

Volunteer Name: _____

What the student worked on today:

What the student improved on:

Areas that need improvement:

Did you try any new tutoring strategy? If yes, how well did the strategy work?

Notes for tomorrow's Volunteer: (Ex: Who the student works well with/does not work well with, were there any incidents, any personal information they should know, etc.)

