

Educating America Getting Started:

A Teacher's Planning Guide
for Including Adult Assistants

Paddy Eger

Educating America Getting Started:
A Teacher's Planning Guide for Including Adult Assistants

Copyright © 2014 Paddy Eger. All Rights Reserved.
www.PaddyEger.com

Published by Tendril Press™
September, 2014
www.tendrilpress.com
PO 441110
Aurora, CO 80044
303.696.9227

All images, logos, quotes, and trademarks included in this book are subject to use according to trademark and copyright laws of the United States of America.

Forms are available as PDF Downloads at PaddyEger.com In the main menu click on Educating America, from that menu, click on Resources, next choose the pdf you want.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, or otherwise, without the prior written permission of Tendril Press and Paddy Eger. The material in this book is furnished for informational use only and is subject to change without notice. Tendril Press assumes no responsibility for any errors or inaccuracies that may appear in the documents contained in this book.

ISBN: 978-0-9858933-6-1

10 9 8 7 6 5 4 3 2 First Publishing: January 2015

Author Photo by: Yuen Lui
www.YuenLuiStudio.com
Lynnwood, WA
425.771.3423

Cover Photo by shutterstock.com:

Art Direction, Book Design and Cover Design
© 2008-14. All Rights Reserved by
A. J. Images Inc. Business Design & Publishing Center
www.AJImagesinc.com — 303•696•9227
Info@AJImagesInc.com

Half Hour Blocks

Task	Length	1:1	Small Group	Whole Class

Half Day Blocks

Task	Length	1:1	Small Group	Whole Class

Multi-Day or Weekly Blocks

Task	Length	1:1	Small Group	Whole Class

What layout changes will I need to make to my classroom?

When you create additional groups, you'll need to reorganize your classroom space to accommodate the extra adults as well as group meeting areas. Look around your classroom. Answer the following questions:

Where is there space for groups to meet on a regular basis?

Where will I fit in a table and chairs for 5-6 students and the adult?

Where will 1:1 tutors work undisturbed by other students/activities?

Where will I create a permanent work space for my assistants?

Where will I place extra tasks for my assistants to work on during their free time?

Where will I store classroom supplies for easy access for assistants and students?

Are my supplies** sorted and labeled for easy access? _____

Are easy-to-tote containers/tubs available to transport supplies? _____

Are student worksheets/directions stored in folders or notebooks? _____

Other ideas:

**Suggested supplies and materials in totes for individuals/small groups:

work folder with lesson plan, worksheets or lined and blank paper sharpened pencils with erasers, pens, highlighters, scissors, tape, glue, paper clips, crayons or markers, post-its student books, magazines, etc.

Where will my assistants:

Sign-in _____

Leave me messages _____

Stow their belongings _____

Remember, *Educating America: 101 Strategies for Adult Assistants in K-8 Classrooms* has additional ideas for you to consider.

Tasks Chart and Type of Assistance

Subject	<u>Whole Class</u>	<u>Rover</u>	<u>1:1</u>	<u>Group</u>
Reading				
text reading	_____	_____	_____	_____
comprehension	_____	_____	_____	_____
remediation	_____	_____	_____	_____
share a book	_____	_____	_____	_____
news magazine	_____	_____	_____	_____
reading club	_____	_____	_____	_____
enrichment	_____	_____	_____	_____
Great Books	_____	_____	_____	_____
research	_____	_____	_____	_____
_____	_____	_____	_____	_____
Language Skills				
dictionary/thesaurus	_____	_____	_____	_____
vocabulary skills	_____	_____	_____	_____
Spelling	_____	_____	_____	_____
_____	_____	_____	_____	_____
Writing				
writing (form) practice	_____	_____	_____	_____
author's workshop	_____	_____	_____	_____
editing	_____	_____	_____	_____
final copy (typing)	_____	_____	_____	_____
research	_____	_____	_____	_____
projects	_____	_____	_____	_____
_____	_____	_____	_____	_____
Foreign Language				
practice vocabulary	_____	_____	_____	_____
practice speaking	_____	_____	_____	_____
remediation	_____	_____	_____	_____
enhancement	_____	_____	_____	_____
learning games	_____	_____	_____	_____
projects	_____	_____	_____	_____
language club	_____	_____	_____	_____
reading text	_____	_____	_____	_____
_____	_____	_____	_____	_____
Oral Language				
practice	_____	_____	_____	_____
presentations	_____	_____	_____	_____
debate	_____	_____	_____	_____
_____	_____	_____	_____	_____

Subject	<u>Whole Class</u>	<u>Rover</u>	<u>1:1</u>	<u>Group</u>
Math				
basic facts	_____	_____	_____	_____
measurement	_____	_____	_____	_____
story problems	_____	_____	_____	_____
remediation	_____	_____	_____	_____
enhancement	_____	_____	_____	_____
learning games	_____	_____	_____	_____
math club	_____	_____	_____	_____
advanced math	_____	_____	_____	_____
_____	_____	_____	_____	_____
Health/Fitness	_____	_____	_____	_____
text reading	_____	_____	_____	_____
remediation	_____	_____	_____	_____
enrichment	_____	_____	_____	_____
research	_____	_____	_____	_____
projects	_____	_____	_____	_____
PE class	_____	_____	_____	_____
dance	_____	_____	_____	_____
sports teams	_____	_____	_____	_____
_____	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____
text reading	_____	_____	_____	_____
current events	_____	_____	_____	_____
geography	_____	_____	_____	_____
civics	_____	_____	_____	_____
history	_____	_____	_____	_____
government	_____	_____	_____	_____
projects	_____	_____	_____	_____
_____	_____	_____	_____	_____
Science	_____	_____	_____	_____
text reading	_____	_____	_____	_____
experiments/labs	_____	_____	_____	_____
advanced science	_____	_____	_____	_____
projects	_____	_____	_____	_____
_____	_____	_____	_____	_____
Art/Craft	_____	_____	_____	_____
art appreciation	_____	_____	_____	_____
art/design/sculpture	_____	_____	_____	_____
photography	_____	_____	_____	_____
needle arts	_____	_____	_____	_____
woodworking/metal	_____	_____	_____	_____
cooking	_____	_____	_____	_____
vocal music	_____	_____	_____	_____
instrumental music	_____	_____	_____	_____
dance/movement	_____	_____	_____	_____
projects	_____	_____	_____	_____
_____	_____	_____	_____	_____

All-School Tasks	Classroom	Grade Level	Pod/Section	All-School
before school	_____	_____	_____	_____
after school	_____	_____	_____	_____
recess/passing times	_____	_____	_____	_____
crossing guard	_____	_____	_____	_____
bus safety	_____	_____	_____	_____
book fairs	_____	_____	_____	_____
mini-course presentations	_____	_____	_____	_____
computer lab	_____	_____	_____	_____
library aide	_____	_____	_____	_____
PE aide	_____	_____	_____	_____
music aide	_____	_____	_____	_____
office aide	_____	_____	_____	_____
homeroom aide	_____	_____	_____	_____
nurses office	_____	_____	_____	_____
school socials	_____	_____	_____	_____
fundraising	_____	_____	_____	_____
community outreach	_____	_____	_____	_____
hearing testing	_____	_____	_____	_____
vision testing	_____	_____	_____	_____
parent club officer	_____	_____	_____	_____
rep to district/committees	_____	_____	_____	_____
assemblies	_____	_____	_____	_____
break/lunch supervision	_____	_____	_____	_____
club advisor	_____	_____	_____	_____
language/interpreter/translator	_____	_____	_____	_____
event planning	_____	_____	_____	_____
facility assistant	_____	_____	_____	_____
community liaison	_____	_____	_____	_____
tutor	_____	_____	_____	_____
_____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

What expectations/guidelines do I need to share?

Chart out your educational goals. Discuss the importance of each during your training session. Provide a copy for each assistant's notebook.

My Top 5 Educational Goals

1. _____

2. _____

3. _____

4. _____

5. _____

Next, lay out your expectations. These will not vary with the age of your students since expectations are based on considerations for all in the classroom.

Sample of Group Expectations

- Join your group quietly.
- Listen to and follow directions.
- Participate in discussions.
- Share materials and supplies.
- Use your work time wisely.
- Respect other's work time and ideas.
- Help with clean-up.
- Wait to be dismissed.

My additions/changes

When your students are in the learning-how-to-learn stage, assistants become actively and directly involved. They help students locate materials, spell words for them, help them use resources and assist them in organizing meaningful responses.

But, when your goals change to developing individual responsibility and student independence, assistant involvement also changes. If you're striving for student independence, you'll need to train your assistants to guide students by asking questions and pointing them in the correct direction *without stepping in and answering for them*.

Assistant Guidelines

Adult assistants need to **apply** your expectations as they work with students. Expect them to model these expectations:

Arrive early to prepare for your group *before* their meeting time begins.

Sit strategically with your students.

Model and share the classroom expectations.

Monitor and adjust the activity to match student needs.

Keep students focused during the activity.

Allow time for closure and clean-up.

Evaluate the group's progress.

Communicate regularly with the teacher.

My Additions/Changes

Educating America: 101 Strategies for Adult Assistants in K-8 Classrooms contains a detailed checklist, *How to Lead a Small Group Activity: Checklist*. For a step-by-step small group tool look through the *Educating America Desktop Flipbook*. It provides dual reminders; one side displays student behavior expectations and reminders while the reverse side guides the classroom assistant through steps for a successful group session.

Assistant Training Checklist

List Actions

Allotted Time

Planning

set up content

invite assistants

convenient meeting site

provide training during school hours

provide training after school hours

consult with teaching team

(other) _____

Pre-Meeting

prep materials

assemble materials

chart of class expectations

chart of school expectations

(other) _____

Meeting

share class expectations

share district guidelines

share school expectations

share state expectations

share national standards

share classroom needs

share task/activity planning forms A&B

share ways to meet, greet, seat and lead students

discuss active listening

discuss open-ended questioning

discuss wait time

- share time commitment/daily schedule _____
- discuss student responsibilities _____
- discuss ways to monitor activities and time _____
- share ways to monitor student behavior _____
- discuss accommodation of special needs _____
- discuss safety _____
- discuss confidentiality _____
- discuss closure _____
- share student evaluation forms _____

Follow-up

- meet with classroom teacher _____
- (other) _____

Additional Training Ideas

There is absolutely no way you can discuss all these talking points in four hours let alone your one hour training time. Therefore, select the topics you need in place before classroom assistants step into your room. Provide each assistant with a notebook or folder so you'll be able to share additional information during the year as needed.

Task/Activity Planning Form A

Create task/activity form to use as a lesson plan for each group.

Task/ Activity _____ Time: _____

Goals: _____

Supplies needed: _____

Directions:

1. _____

2. _____

3. _____

4. _____

5. _____

Remember...Check off each part of the task:

Provide behavioral reminders

Give clear, concise directions.

After 5 minutes, remind the students of the task objectives to refocus their attention and efforts.

Observe student work during the time period and help where needed.

Give a 5-minute warning before ending student work time.

Allow time for cleanup by the students.

End with a brief review of today's task.

Dismiss the students with control.

Evaluation of today's work and student involvement.

Adult Helper Name _____ Date _____

Task/Activity Planning Form B

Today's Expectations for _____ (subject)

Date _____ Time _____ Group _____

Thank you for being here today. Here's the plan:

Materials:

Directions:

Special Considerations/Details:

Please use the back of this paper to provide feedback on how the task/activity worked.

Daily Schedule

	MON	TUE	WED	THUR	FRI
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					

Assistant Evaluation Form for a Small Group

Date _____ Activity _____

Group _____

Comments: (circle all that apply)

- | | |
|---|---------------------------|
| successful activity | good student interactions |
| need more time on the task | behavior issues |
| need more review materials | group unable to focus |
| ready to move to new activity | need enrichment materials |
| group at various levels of understanding the task | |

Further Comments/Suggestions: (Use the back to add additional comments)

Assistant's Name _____

Contact Number: _____

Evaluation Form for 1:1 Activity with Students

Date _____ Activity _____

Student Names	Comments
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Ideas for types of comments:

- | | |
|----------------------------------|-----------------------------|
| quality of work | student attitude |
| student understanding of task | student ability to focus |
| student strengths | needs more practice/time |
| specific student problems/issues | student quality of thinking |

Other issues:

Assistant's Name _____

Contact Number: _____

Review:

Take a minute to check through the various decisions to be made before you tackle adding assistants to your classroom. When you complete the items on the checklist, you will be ready to meet with potential assistants.

Pre-Meeting Checklist

- ___ Gather potential assistant names; get background checks.
- ___ Send out meeting information and assistant inventory.
- ___ Read over assistant inventories.
- ___ Check weekly schedule for places to utilize assistants.
- ___ Select top 5-7 issues to share (save others for future meetings).
- ___ Create an assistant folder for each person. Include:
 - school and classroom rules as well as pertinent checklists
 - daily schedule/ routines

Meeting Checklist

- ___ List agenda and topics on handouts and on the board.
- ___ Begin and end the one-hour meeting on time.
- ___ Present pertinent information.
- ___ Sign-up assistants in work slots you've created.
- ___ Provide a simple snack.

Post Meeting Checklist

- ___ Contact each assistant with details about their scheduled task and time slot.

Not ready to train your own volunteers? Invite Paddy Eger to do the training for you.

What Can Paddy Do for You? She will:

- 🍏 help clarify your specific goals and desired results for the addition of assistants to your classroom through a detailed pre-visit interview.
- 🍏 help develop ways to add assistants to your classroom without requiring additional planning time.
- 🍏 help prioritize strategies to attract, plug-in and train assistants.
- 🍏 help generate ideas to monitor assistant effectiveness.
- 🍏 enhance assistant's confidence, productivity and engagement.



Paddy Eger, veteran teacher from the Edmonds School District 15 in Washington state, participated in classrooms as a community volunteer, a parent volunteer, and a parent trainer as well as a teacher in primary and intermediate grades.

Her years in the PCEP, the Parent Cooperative Education Program, as a successful teacher and trainer created the foundation for her award-winning book, *Educating America: 101 Strategies for Adult Assistants in K-8 Classrooms* and its companion, *Educating America Desktop Flipbook*. All the practices are educationally sound, day-to-day practices used by Paddy, other teachers, parent helpers and adult assistants. Through these books and her training of volunteers, adults become competent, enthusiastic, and committed to helping students grow and learn.

Paddy graduated from the University of Washington with a degree in elementary education. An interest in teaching began in sixth grade when she 'taught' spelling to her classmates. Her dedication to children and her profession has resulted in her receiving two awards: a PTA Golden Acorn and Teacher of the Month from her local educational association.

Paddy is a Washington native. She and her husband have two adult children. They divide their time between Edmonds and Hood Canal near Belfair, WA with seasonal trips to Kailua-Kona, HI. They also enjoy international travel.

In her free time, Paddy enjoys writing children's books, reading, editing others writing and creating fiber art pieces. She is walking an imaginary perimeter of the USA; thinking about our vast country helps her ignore wet western Washington days.