Connections. Perspective. Insight.
e-Volunteerism
The Electronic Journal of the Volunteer Community
Feature Articles
Vol VI, Issue 4, July-Sept 2006

Volunteering for Student Success:
When Parents, Teachers, and Communities Connect
by Judy Trotti, Mary Harris, Arminta L. Jacobson, and Amber Brown

A three year project conducted in the United States provides promising results for entities involved with volunteering groups of parents and community members who work with public school students. Faculty from the University of North Texas, the University of North Dakota, the University of Mississippi, and the University of Texas at El Paso piloted use of a curriculum designed to aid new teachers in engaging parents and community members in school activities. The purpose of this article is to inform an international audience about findings that systematic instruction of future educators can increase their knowledge of and attitude toward volunteering as a way to foster parent involvement at school. Another purpose is to solicit feedback from an international audience of readers who may have valuable suggestions for ways to improve, disseminate, and utilize the curriculum.

Review of Earlier Work

National Parent-Teacher Association (PTA) Standards were adopted in 1997 after more than 30 years of research and over 100 years of practice in parent and school collaboration. The National PTA Standards feature six types of parent involvement that are associated with school practices to promote student success. These types of parent involvement were identified by Dr. Joyce Epstein and endorsed by nearly 100 health and education institutions (National PTA, 1997):

- Parenting
- Communicating
- Learning at Home
- Volunteering
- Advocacy and School Decision Making
- Collaborating with the Community.

The National PTA Standards are specifically named in the 2001 US legislative reauthorization of the *Elementary and Secondary School Act, No Child Left Behind*, and they serve as the framework for the curriculum developed through this project for teacher candidates.

As one of the six National PTA Standards, volunteering is described as an organized effort to support the school and students in various locations and at various times (Epstein, Coates, Salinas, Sanders, and Simon, 1997). Volunteers may fill a variety of roles in education. They may work as aides for clerical work, tutoring, language translating, and safety patrol, to name a few. When adults serve as audience members for school activities, they are considered volunteers. In order to maintain an effective volunteer force, according to Simon and Epstein (2001), schools must be aware of the need to recruit from all families, adequately train volunteers, and match volunteers' interests and talents with the schools' needs.

Marzano (2003) recommends several action steps for integrating parent and community involvement in the schools. First, Marzano advocates a reciprocal communication flow between the school and community in which all communication is considerate of the school's major languages, and all public meetings are translated into those major languages. Second, there are multiple ways for community members to be involved in the everyday running of the school. This affords volunteers the opportunity to offer their specific talents to students and school services. Finally, school governance vehicles provide involvement opportunities for volunteers. In this most formal method of service, volunteers can establish policy, plan school activities, coordinate group functions, and determine the school calendar.

Numerous school volunteer programs provide excellent service to schools. The characteristics of volunteer programs are as unique as the volunteer groups and the schools served. The National PTA notes six extremely varied programs as providing exemplary practices in particular settings (National PTA, 2000):

- A model city program, Excel City, is promoted as a volunteer project at Berkman Elementary School in Roundrock, Texas. In this bilingual, Title I school, fifth graders work as government and city leaders while younger students are the city's consumers and citizens under the leadership of parent volunteers, who also take students on field trips, oversee elections, help with fundraising, and observe activities.

- In the Respect Yourself programs of Evergreen Junior High School in Evergreen, Colorado, parents facilitate student-led focus groups of 30 students in considering appropriate choices when faced with issues such as harassment, discrimination, and music selection. Meetings are held at times when parents and community members are most likely to attend.

- Due to overcrowding in Mandarin Middle School in Jacksonville, Florida, parents and community members have been recruited as hall monitors, using a structure that provides for the safety of students. Parents of incoming middle school students are especially urged to participate in an effort to promote the transition from fifth to sixth grade.

- More than 200 parent volunteers at the Tomasito Elementary School in Albuquerque, New Mexico, perform a variety of tasks ranging from maintenance of the school's free pre-school program to a foster grandparents program, classroom aide work, tutoring, food and clothing drives, and support activities of the school.

- Parents of students who attend Chattanooga School for the Arts and Sciences

(CSAS) are required to offer a minimum of 18 hours of volunteer time each year. The volunteers help with field trips, teach mini-courses for parents, serve on advisory groups, and help maintain the school grounds.

- Groups of senior citizens at Pleasantview Elementary School in Franklin, Wisconsin, provide one-on-one reading assistance for struggling readers, often staying to eat lunch with the students. To show appreciation, the school provides breakfast to honor volunteers twice a year.

Successful engagement of families has been found to be an attribute of high performing schools (Charles A. Dana Center, 1999; Mayer, Mullins & Moore, 2000). Students at every level of schooling perform more capably when parents are aware, knowledgeable of, and encouraging about their children's school experience (Henderson & Mapp, 2002). Nevertheless, this topic has not been predictably and systematically addressed in teacher education programs – Epstein (2005) found only 7% of leaders of schools, departments, and colleges of education strongly agreed that their initial teacher graduates were well prepared to conduct effective programs for parent and family involvement.

According to Brand, teachers are not formally trained to work with parents and families of their students (as cited in Holloway, 1997). However, they are often expected to understand and communicate with parents and volunteers in a variety of situations. Much of what is learned about communicating and partnering with parents and community members is learned from mentors or through first-hand experience. The lack of specific, systematic teacher training regarding parent involvement was the goal in preparation of the curriculum of ***Parent Teacher Education Connection (PTE Connect)***, a project funded for three years by the US Department of Education Fund for the Improvement of Post-secondary Education (FIPSE). Along with curriculum development, a goal of the project was to study the impact of the curriculum use on teacher education candidates.

Context of PTE Connect

In response to the broad spectrum of studies relating the potential benefits of parent involvement, the University of North Texas Center for Parent Education and partner teacher education programs at the University of Mississippi, University of North Dakota, and University of Texas at El Paso, partnered to develop, pilot test, and disseminate an online curriculum based on the National PTA Standards. Other project partners included the National PTA, the American Association of College for Teacher Education (AACTE), and Southwest Educational Development Laboratory (SEDL), each of which contributed to the Parent Teacher Education Connection (PTE Connect) project and resulting curriculum work.

The PTE Connect curriculum features six modules that are designed to support teacher candidate development of cross-cultural competence in engaging parent and family involvement in the learning of Kindergarten-12th grade students. Within each module, efforts are made to focus on experiences of teachers at different levels of education: K-grade 4, grades 4-8, grades 8-12. Teachers are also featured who work with students at multiple levels as specialists in art, music, and physical education. Because of the participation of geographically dispersed universities, the modules offer teacher candidates an opportunity to consider teacher action from the perspective of several of the different cultures represented in public schools in the United States.

PTE Connect Web Site

Curriculum modules on the PTE Connect website (www.tcet.unt.edu/fipse) are based on the six National PTA Standards listed above. These modules are intended for integration into the courses and field and clinical experiences of a teacher education program, including programs that prepare education generalists, bilingual/ESL specialists, and special educators. Components of each module relate to teacher candidates with different amounts of teacher education as they move through their programs. Each of the six curriculum modules includes up-to-date content, authentic case studies, and activities relevant for pre-service teachers. The content in each module was carefully researched by graduate students and professors at the University of North Texas.

Case studies in each module were written from the viewpoint of first year teachers by professionals at the four universities. Each case study describes a situation in which a first year teacher has an opportunity to work with a parent to support a student, often with the help of a principal or mentor. Activities have been written to accommodate the needs of beginning teacher candidates as well as students midway through the training program and candidates involved in student teaching. An interactive component of each module is a "Clipboard," which encourages users to respond to content and ask/answer specific queries. The curriculum also includes assessments of knowledge, skills, and attitudes for use by instructors in college and university classes.

Visitors to the Web site home page are asked to register a name and password to be used in future visits to the site. Several demographic questions are asked to aid researchers in data gathering related to dissemination of study. However, the Web site is easily accessible and user-friendly. From the home page, the user is directed to the modules that feature the National PTA Standard content areas. The Web site also includes references and resources used in the writing of specific curriculum modules.

Focus on Volunteering

Teacher candidates in the pilot study had access to curriculum that allowed them to add to their knowledge concerning all six of the National PTA Standards, but this article focuses on the content of the Volunteering module only. A teacher candidate learning about volunteering first has access to the National PTA definition of parental volunteering and learns to identify ways that all parents can be provided volunteering opportunities. Second, teacher candidates learn to identify the benefits to both families and schools when parents are encouraged to volunteer. Then, teacher candidates come to understand the roles of both parents and teachers involved in the volunteering process. Finally, teacher candidates are exposed to ways to encourage the involvement of non-English speaking or bilingual families in volunteering.

Examples of Volunteering

As one of the National PTA Standards, volunteering is defined as the process of "parents [enriching] the learning environment at school by contributing their knowledge and skills and providing services and support to students and teachers" (National PTA, 2000, p.87). Volunteering begins when parents feel welcome to share knowledge, skills, and talents with

the school through working at home with their own children or coming to classrooms. The PTE Connect module invites a broad definition of volunteering that would include all of the following.

- A parent reads to a student in a classroom.
- A parent speaks to a class about how she uses math on the job.
- A parent stands by the school door to greet students, parents, and visitors in the morning.
- A parent reads to his child at home as part of a school reading program.
- Parents attend an evening music program at the school.
- A parent places a phone call from work to a school board member to advocate for resources needed by the school.

Benefits of Volunteering

Children, teachers, and parents benefit when parents volunteer. More than two decades of research have shown that children with involved parents are more likely than others to be positively impacted in school. For example, children from homes where parents are involved have greater academic achievement, higher rates of school attendance, lower dropout rates, magnified goals for themselves, and higher rates of graduation (US Department of Education, 1998). When students see parents or other adult volunteers in their schools, they come to realize that members of their community value education and support local schools. Also beneficial to students is the interaction they receive from groups of adults with diverse ages, genders, ethnicities, skills, and knowledge.

Teachers benefit in some of the following ways from parent volunteering:

- Assistance with everyday classroom tasks
- Additional time for planning and working with students
- Curriculum enrichment from volunteer expertise
- Student motivation by interested adults

Parents and interested community volunteers receive numerous benefits by volunteering. They obtain a clearer picture and a better understanding of the roles and responsibilities of teachers and other school personnel. They further understand there is room for a variety of dedicated people in the role of educating our youth. When the community is highly involved in the school, the result is greater understanding, trust, and commitment to educational pursuits.

Roles of Parents and Teachers in Volunteering

While volunteering is mostly praised, the traditional American model of volunteerism has also been criticized. It is often seen narrowly as an exploitation of “woman power” (Berger, 2000). If volunteering is considered a luxury available only to schools that serve more affluent populations or an activity only for parents who do not work outside the home, many modern parents feel left out of the activity. To avoid stereotypical pitfalls, it is important for educators to recognize that many parents today cannot work in a “live” classroom on a regular basis. Teachers must seek volunteer tasks that will call on a range of parental skills that may fit into the schedules of busy parents and community members.

Parent volunteer opportunities must be expanded. Examples of some less traditional opportunities include the following:

- Host small parent/student book clubs in homes.
- Collect and share artifacts representative of family cultures.
- Use the Internet to locate material related to a class study or assignment.
- Assist with out-of-classroom projects, such as building scenery for school plays or publishing school newsletters.
- Invite the class to tour the parents' workplace.

If parent roles are to expand, teachers must be creative in providing volunteer opportunities that do not require time in school. Advice to teachers includes the following suggestions:

- Invite men, as well as women, and grandparents to participate.
- Provide a questionnaire that asks about parent interests in certain volunteering opportunities.
- Give advance notice to parents when you invite them to participate in a specific event.
- Offer orientation to your volunteers.
- Invite parents to be volunteers early in the year.
- Encourage parents to visit the classroom to ease their fears about volunteering.
- Find best ways to communicate with parents while being sensitive of language/literacy differences.
- Provide volunteers with appreciative feedback and consideration.
- Invite parents to school events that are enjoyable, beneficial, involve their children, and offer alternate times for attendance.

Practices for Involving Bilingual Families

Many immigrant families are unfamiliar with the workings of school systems in the United States and the expectations for family involvement with the school. As with all families, bilingual families will increase their involvement with the school when deeper connections are formed. *The Seattle Public School Volunteering Manual* (Seattle Public Schools, 2003) makes many suggestions for involving bilingual volunteers, including the following:

- Identify roles that are not heavily dependent on English language skills.
- Involve family groups that speak the same language and find ways to integrate their activities with other family volunteers.
- Identify appropriate tasks that bilingual parents can fulfill while caring for younger children at home, or arrange for child care occasionally.
- Create a translation of a handout that explains some of the things parents should know about working at the school, volunteer roles, and information about the faculty/ staff with whom they will be working.
- Show gratitude for work of the volunteers.

Particularly challenging for bilingual families is understanding the communication received from school personnel. Many helpful practices were used in the PTE Connect module with the permission of the Seattle Public Schools.

Using the Volunteering Module with Teacher Candidates

Using the volunteering module as a resource, teacher candidates at four universities employed its features as described in this section, which is followed by a section that provides demographic information about the candidates and the methods that were used to assess the impact of the curriculum on their learning to work with parent volunteers.

Content

Teacher candidates had access to the described content through teacher education courses at the four universities that piloted the curriculum modules. The university instructors invited teacher candidates to explore the content in various ways. In some cases, instructors of traditional, face-to-face courses used the Web site in class, inviting small groups of teacher candidates to read and discuss the content. Some university instructors used the modules in online classes, assigning reading of the content as a prelude to online discussion of the case studies and activities. In both situations, most instructors used leading questions and discussion guides to assist teacher candidates in exploring the content and draw attention to important issues. Online or face-to-face discussion groups were useful to some professors as they monitored student learning through group products related to the content of the volunteering module.

Case Studies

The use of the case study method has proven valuable as teacher candidates explore the curriculum modules. For our purposes, a case study is an account of practical dilemmas that confront first year teachers as they work with parent volunteers. According to Nilson (2003), the case study method exposes students to authentic situations in which students are challenged to analyze issues and formulate possible solutions.

Case studies were used in at least three ways by professors who worked with teacher candidates in this project:

- Online courses featured online discussion of the case studies, usually in small groups. Sometimes these groups were assigned case studies to discuss, and other times they could choose from the case studies available. In either format, they were assessed on the application of tools available through the online content.

- A second method of case study integration is through the issues identification format suggested by Shulman, Whittaker and Lew (2002). Using this approach, teacher candidates are asked to identify what issues are at stake in resolving the practical dilemma and how the content of the module might apply.

- A third method used by some faculty is the “jigsaw,” in which individual students take responsibility for going beyond the case study in learning content related to the dilemma (Sudzina, 2004). For example, a case study about care for a younger child of a parent volunteer may invite additional study about child-rearing practices in different cultures, school regulations that pertain to care of non-enrolled children, and probable costs of providing child care. After every teacher candidate has prepared and presented his/her portion of the discussion, all “pieces of the puzzle” are made clearer for the group’s envisioning of solutions to the case study.

Importantly, the case studies used in the volunteering module have the following components: description of the teaching context, the teacher's plan and intention, the actual experience, the teacher's analysis of the solution, any new action taken as a result of the analysis, and the teacher's reflection about the overall situation. According to Shulman (2002), these components are necessary for effective case studies.

Activities

Three activities are available for teacher candidates to be given as assignments in the volunteering module. In the first activity, a working parent expresses concern over having too little time to spend as a volunteer and recommends that the nanny of the children be called upon to volunteer in his place. Teacher candidates are asked to supply dialogue in response to the working parent. Additional conversations are presented from the viewpoint of a single parent and a Spanish-speaking parent. In all three situations, the new teacher is asked to respond appropriately to parental queries about volunteering in the school. These authentic representations allow teacher candidates an opportunity to consider ways to respond to parents in a variety of situations.

Interactive Clipboard

Throughout the volunteering module, teacher candidates have an opportunity to interact with the content through the use of the clipboard. The clipboard icon is represented on the screen along with a question to be answered based on the content just read and/or discussed. The first question, asked early in the lesson is: "What is volunteering?" This question provides teacher candidates an opportunity to think about what volunteering means to them. Second, they are asked: "What are the benefits of volunteering?" Teacher candidates are likely to use their own knowledge and background experience with volunteering to provide an answer before moving forward in the lesson. The responses to the third question, "What are the drawbacks to volunteering?," tend to be diverse and based on teacher candidate experiences and understanding of content from the curriculum.

The final clipboard response involves teacher candidates to analyze an invitation to a volunteer event. They are asked to read the invitation and suggest possible improvements to send a more appropriate message to possible volunteers.

Description of the Teacher Candidates and Assessment Tools

Undergraduate students at four geographically and demographically diverse universities completed the PTE Connect modules as part of their course work. A total of 170 teacher candidates provided a complete set of data based on use of the volunteering modules, including demographic information, results of the knowledge pre-test, and results of the knowledge post-test. In addition, an attitude assessment instrument was used with all teacher candidates who completed any of the PTE Connect modules.

Although it is not possible to isolate the attitude scores of the volunteering module completers, it is possible to examine changes in the attitude pre-test and post-test scores of all candidates for whom complete scores are available during the same time period. This group of 402 teacher candidates includes the 170 who completed the volunteering modules. The ethnicity of this large sample consisted of 31% Latino, 5.3% African American, 0.4% Asian American, and 61.3% white non-Hispanic students. The remaining 2% chose not to indicate ethnicity.

The teacher candidate participants were enrolled in courses at four colleges of education that featured different programs of study. Methods for integrating the curriculum into the programs and courses varied at the four locations. For example, at one university, modules were integrated across the curriculum into six different teacher education courses. At another, modules were selected by each instructor for integration into a seminar that accompanied student teaching. In another case, all six modules were presented as part of one course in one of the teacher education programs.

In order to test the significance of changes in their knowledge related to volunteering, pre and post assessments were administered to 170 teacher candidates. Testing of candidates who used the volunteering module occurred during the Spring 2006 and Summer 2006 semesters at all four colleges of education. The knowledge assessments consisted of 20 multiple choice and true/false items developed by project personnel based on the objectives and content of the volunteering module. The pre- and post-knowledge assessment instruments were identical. A one-tailed, paired sample t-test was performed to compare mean scores on the pre- and post- knowledge assessments.

Changes in attitude toward parent involvement were measured using "Attitude toward Parent Involvement," an instrument designed by Epstein, Connors, and Salinas (1993) for use with in-service teachers and adapted with permission for the pre-service teacher audience. The assessment yields data on changes in attitude on an item-by-item basis but does not provide a composite score. Fifteen items are rated on a four-point scale from "1-not important" to "4-very important" for activities through which teachers may assist their students by encouraging parent involvement. A second set of 15 items is rated on a four-point scale from "1-not important" to "4-very important" for activities teachers think should be conducted by parents of the students they teach.

Results

Results of knowledge assessments indicate that after the completion of the volunteering module, teacher candidates significantly increased their scores from pre- to post - assessment. Their scores out of a possible 100 on the volunteering pre-test ($M = 82.18$, $SD = 11.80$) increased significantly on the volunteering post-test ($M = 85.62$, $SD = 10.03$, $t(169) = -3.60$, $p = .000$ (one-tailed), $d=.96$). Importantly, these increases were significant at the 0.001 level.

Analysis of the knowledge data provides evidence of the effectiveness of the volunteering module when used systematically with teacher candidates. Infusion of online learning modules into existing pre-service teacher education classes was found to be successful in improving teacher candidate knowledge of how volunteering fits into the larger picture of parent involvement in schools.

Results of the attitude assessments indicated that teacher candidates who used any of the modules changed significantly in attitude from pre-test to post-test using the Attitude toward Parent Involvement instrument on 15 of the 30 items presented. Change in some items was significant at the 0.05 level, and some at the 0.01 level. Items that may have implications for volunteering on which there was significant change in attitude and their level of significance were as follows:

- Teachers will involve parents as volunteers. (0.05)
- Teachers will work on school policy committees with parents. (0.01)
- Teachers will work with businesses for volunteers, donations, or other resources to improve programs for my students. (0.01)
- Parents will volunteer to help in school. (0.01)
- Parents will join a parent organization or school committee. (0.01)

Implications

Evidence was presented in this study that effective, systematic instruction in parent involvement significantly affected teacher candidate knowledge of how to best elicit and maintain volunteers in the classroom and teacher candidate attitude toward parent involvement that included volunteering. Given the demonstration of the impact of the PTE Connect curriculum, its designers hope to disseminate the curriculum to a wider audience of teacher educators and others who view volunteering as a vehicle for improving success of school-aged children and adolescents. It is the hope of the authors that the Web site described here (www.tcet.unt.edu/fipse/) may serve as a starting point for appropriate training of leaders in school volunteer programs.

Although the Web site was designed for use with pre-service teacher candidates, it is certainly adaptable for use with experienced educators and leaders of service organizations who work with volunteers. A further use of the curriculum, for example, could include group discussions of case studies to aid volunteers in understanding the dynamics of their positions and roles. Even though the nine case studies attached to the volunteering module were written to present likely dilemmas that might be presented as beginning teachers work with parents and community members, these studies could be adapted to fit diverse programs where children and adolescents are involved with adult volunteers in settings outside of schools.

A Call for Input from *e-Volunteerism* Readers

Project personnel involved in this work plan to disseminate the curriculum modules through conferences, presentations, and publications directed primarily toward educators. However, reaching an international audience through a publication focused on volunteering offers the opportunity for broader input from readers who know and understand the needs of leaders in volunteer programs both in and out of the educational setting. Furthermore, it is likely that the expertise held by educators, augmented by that of knowledgeable volunteer program leaders, could positively impact children and adolescents through a variety of programs and venues. It is fitting in this forum, then, to request suggestions from readers of this journal about how the PTE Connect curriculum on volunteering might best be improved and how it might link to other projects and models in this field.

About the Authors

Judy Trotti, Master of Education, is nearing completion of a PhD in Curriculum and

Instruction at the University of North Texas, Denton, Texas. She is an experienced classroom teacher who has worked with parent volunteers in public schools. Ms. Trotti's current research interest is focused on the National Parent Teacher Association (PTA) Standards: Parenting, Communicating, Learning at Home, Volunteering, Advocacy and Decision Making, and Collaborating with the Community. In this article written for e-*Volunteersm,* Ms. Trotti discusses the use of curriculum modules based on the PTA Standards as instructional tools for teacher candidates at the university level.

Amber Brown, Master of Science, Development and Family Studies, is an experienced trainer, early childhood teacher and administrator. She is on the staff of the University of North Texas Center for Parent Education where she serves as a researcher and writer for the PTE Connect Project and adjunct faculty in the College of Education. Her expertise includes parent involvement and school readiness.

Arminta Jacobson, PhD, is a professor in the Department of Counseling and Higher Education at the University of North Texas. She has written numerous articles and presented at a wide variety of conferences in her areas of expertise: child development, early education, infant care, family life education, parenting, parent education, parenting involvement, and work-family relations.

Mary M. Harris, PhD, is Meadows Chair for Excellence in Education and Interim Chair of the department of Teacher Education and Administration at the University of North Texas. She worked as a teacher educator at Kansas State University and the University of North Dakota before coming to Texas where she facilitates partnerships that support student success in school. As principal investigator for the Parent Teacher Connection project, she is grateful for the support of colleagues at the UNT Center for Parent Education and at partner universities.

References

Berger, E. H. (2000). *Parents as partners in education*. Upper Saddle River, NJ: Prentice Hall, Inc.

Charles H. Dana Center, University of Texas at Austin (1999). Hope for urban education: A study of nine high-performing urban elementary schools. Washington, DC: U.S. Department of Education, Planning and Evaluation Service, (ERIC Document Reproduction Service No. ED438362)

Epstein, J. (2005). Links in the professional development chain: Caring for the children we share. *Phi Delta Kappan, 77,* 701-712.

Epstein, J, Coates, K., Salinas, M., Sanders, M., & Simon, B. (1997). *School, family, and community partnerships: Your handbook for action.* Thousand Oaks, CA: Corwin Press.

Epstein, J., Conners, L. & Salinas, K. (1993). *School and family partnerships: Questionnaires for teachers and parents.* Center on school, family, and community partnerships. Baltimore, MD: Johns Hopkins University.

Epstein, J., Simon, B., (2001). School, family, and community partnerships: Linking theory to practice. In Diana B. Hiatt-Michael (ED.), *Promising practices for family involvement in schools* (pp. 1-24). Greenwich, CT: Information Age Publishing.

Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory.

Holloway, R. (1997). *Parents and teachers: Advocates or adversaries* (ERIC Document Reproduction Center Service No. ED415983)

Marzano, R. (2003). *What works in schools translating research into action.* Alexandria, VA: Association for Supervision and Curriculum Development.

Mayer, D. Mullins, J., & Moore, M. (2000). *Monitoring school quality: An indicators report.* Washington, D.C.: U.S. Department of Education National Center for Education Statistics. (ERIC Document Reproduction Service No. ED 450 473)

National PTA (1997). *National standards for family, parent involvement programs.* Bloomington: National Education Service.

National PTA. (2000). *Building successful partnerships: A guide for developing parent and family involvement programs*. Bloomington: National Educational Service.

Nilson, L. (2003). *Teaching at its best.* Bolton, MA: Anker Publishing Company.

Seattle Public Schools. (2003). *Seattle public schools volunteer coordinator manual*. Retrieved August 2, 2005, from http://www.seattleschools.org/area/vol/docs/4-families.pdf.

Shulman, J., Whittaker, A., & Lew, M. (2002). *Using assessments to teach for understanding.* New York, NY:Teachers College Press.

Sudzina, M. (2004). *Teaching and learning from case studies: Facilitating case discussions and engaging students.* New York: Insight Media.

U. S. Department of Education. National Center for Educational Statistics (1998, April). *Students do better when their fathers are involved at school* (Issue Brief No. 98-121). Washington, D.C.: Nord.

e-Volunteerism: *The Electronic Journal of the Volunteerism Community*
ISSN: 1531-3794, Copyright © 2006

Energize, Inc., 5450 Wissahickon Ave., Philadelphia PA 19144
Phone: 215-438-8342, Fax: 215-438-0434,
E-mail: info@energizeinc.com Website: http://www.e-volunteerism.com