

Element

Service to Students

Description

Highly professional educators are guided in their judgments by what is in the best interest of students, including students across the entire school. This frequently involves seeking out help for students beyond the confines of their own classrooms. Experienced teachers try to ensure that students' academic needs as well as their physical and psychological needs are met.



A Closer Look

To help you recognize the subtle differences between the higher levels of performance for this element, note the keywords emphasized in the descriptions and review the activities common to those levels.

PROFICIENT

The teacher is *active* in serving students.

At the proficient level of performance, teaching practices may include the following types of activities:

- Teacher volunteers to participate in a before- or after-school homework support club.
- Teacher refers students in need to a peer mentoring program.
- Teacher quietly donates used clothing to students in need.

DISTINGUISHED

The teacher is *highly proactive* in serving students, seeking out resources when needed.

At the distinguished level of performance, teaching practices may include the following types of activities:

- Teacher develops an after-school homework club, enlisting student volunteers and colleagues to provide support on designated days throughout the week.
- Teacher organizes a faculty clothing drive to which colleagues donate gently used clothing that is then distributed to students in need.
- Teacher arranges for a panel of experts from the community, such as university professors, health care workers, or representatives from local service organizations, to speak at a faculty

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meeting or conference day to outline the local resources available for students with special needs.

The tools that follow will help you explore how to put the activities of these high levels of performance into practice in your classroom.

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Element Reflection

☒ **Teacher tool**

☐ **Student tool**

1. Give an example from your professional life of a time when a colleague overlooked the best interest of students in making a decision or recommendation.

2. How can you contribute to a culture of service to students in your school?

Forming a Homework Club Checklist

☒ **Teacher tool**

☐ **Student tool**

To help you implement a homework club, complete the checklist.

- ☐ Select a room or rooms for the club.
- ☐ Decide how often you should have the club, at what time, and how long the sessions will last. (This can change as the club becomes a more common resource for teachers.)
- ☐ Recruit student volunteers and make sure they are clear on their responsibilities and the importance of their role. (See the Homework Club Guidelines for Volunteers on page 482.)
- ☐ Provide teachers with a form to use to refer students to the homework club. It should include space for the teacher to explain the reason for referring the student and a permission slip for parents to sign. (See the Homework Club Referral Form on page 483.)
- ☐ Create an attendance sheet for students to sign in. Make sure you have a system in place so that there's a fresh sheet for every session.
- ☐ Create an attendance sheet for volunteers to sign in.
- ☐ Create feedback forms for volunteers to fill out about each student for teachers.
- ☐ Design a system for compiling a list of the needs of students who will be attending the homework club so that the volunteers know what help students need. The list will need to be updated and distributed to homework club rooms weekly.

Homework Club Guidelines for Volunteers

✓ **Teacher tool**

___ **Student tool**

Teachers who are proactive in developing resources to support their students may want to try implementing a homework club using volunteers to support student learning. You can distribute these instructions to volunteers to help ensure a high-quality program. Edit them as needed to suit your situation.

EXAMPLE GUIDELINES

Homework Club volunteers provide an important resource for the students referred to the program by their teachers. Volunteers are expected to make this time with students worthwhile and to make a difference in their academic progress.

Please make your assigned times at Homework Club a priority. If you cannot make it to an assignment for any reason, please notify the Homework Club coordinator as soon as possible to report your absence. Remember, a student is counting on you!

- Please arrive at your assignment on time, which is 2:10 p.m. at the middle schools and 3:00 p.m. at the elementary schools.
- Go directly to the assigned Homework Club room.
- Mark your attendance on the Homework Club attendance sheet in the Homework Club room.
- Each week, an updated student information form that includes the student's area of need is sent to each Homework Club. Please refer to it when necessary.
- After each session, Homework Club volunteers will complete a teacher feedback form for each student and will place it in the teacher feedback folder on the desk of the front office secretary.

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Homework Club Referral Form

☐ **Teacher tool**☒ **Student tool**

Customize this form to use when referring students to your homework club. You fill out the top portion and then send the form home with the student as a permission slip for a parent's or guardian's signature.

Student Name: _____ Grade: _____

Referring Teacher: _____ Subject: _____

Homework Club is available for students after school Monday through Thursday.

Student will attend Homework Club on _____
Date(s)

Student will attend Homework Club for

_____ Make-up assignment _____ Homework _____ Class project _____ Extra help

IMPORTANT REMINDERS

- Students are invited to join Homework Club on a first-come, first-served basis.
- If students have more than one unexplained absence, they are asked to no longer attend Homework Club.
- Any student with more than one behavioral complaint by a Homework Club volunteer will be asked to no longer attend Homework Club.

Parents/Guardians: Please choose the mode of transportation that your child will be using to get home from school:

_____ Parent/guardian pickup (no later than 4:00 p.m.) _____ Late bus

**Please be advised that if the parent has not arrived before the late bus leaves, the student will be placed on the appropriate late bus.

PARENT/GUARDIAN CONTACT INFORMATION

Name(s): _____ Phone Number: _____
(Include names of any persons authorized to pick up student after school.) (Where you can be reached while the student is in Homework Club.)

Peer Mentor Program Referral Form

✓ **Teacher tool**

__ **Student tool**

If you have a peer mentor program at your school, referrals will go more smoothly if the mentors know why students were referred to them and when they are available. You can ask all teachers to use this form when referring students to a peer mentor. Feel free to adapt the form to suit your needs.

Student: _____ Date of Referral: _____

Grade: _____ School: _____

Teacher: _____

Parent/Guardian: _____

Address: _____

Phone: _____

Siblings: _____

This student is being referred because he/she is struggling in the following areas: (check all that apply)

☐ School Performance

☐ Classroom Behavior

☐ Self-Esteem/Confidence

☐ Other: _____

In what specific ways do you think a mentor can help this student?

When is this student available to meet with a mentor?

Additional Comments:

Referring Teacher Signature

Date