

**VOLUNTEER READING PROGRAM ORGANIZER****DEFINITION**

Under the supervision of a site administrator, recruits, trains, schedules and monitors community volunteers to work one-on-one typically with below grade level students in specialized reading or other programs; selects instructional materials for volunteer use; maintains records for each student; develops reports; and performs other related duties as assigned.

The typical duties and employment standards are representative of positions within this classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties of the specific position.

**TYPICAL DUTIES**

Recruits volunteer tutors to participate in a one-on-one reading program for below grade level students by conferring with site administrators, teachers, parents, various community groups and organizations, businesses, high schools etc. and advertising through various community publications. Conducts in-service training for volunteer tutors to give a basic overview of the reading program (s) and provide reading techniques and strategies to assist struggling students; provides supplies and instructional information; coordinates, organizes, schedules, and assigns volunteer tutors to specific students; selects a variety of appropriate pre-leveled books for each student once the reading level has been determined by the teacher; monitors tutoring sessions, answers questions and gives guidance and support. Discusses student problems with the reading specialist and teachers and implements recommended adjustments; acts as a liaison between teachers, parents and volunteers. Provides one-on-one tutoring with students when regular volunteer is unavailable.

Sets up and maintains records for each student in the program. Selects and purchases books to be used in the reading program; grade levels books according to pre-established guidelines; maintains inventory of all books and supplies. Attends various school functions and activities to provide information regarding the reading program to parents and the community; attends meetings with other site organizers and county representatives to give and receive information and exchange ideas to improve program operations; promotes and participates in various fund raising and informational events. Provides annual reports to the site administration and the County office regarding program data; if assigned, organizes and/or participates in additional volunteer programs or other activities; performs other related duties as assigned.

**DISTINGUISHING CHARACTERISTICS**

The **Volunteer Reading Program Organizer** recruits volunteers to work one-on-one typically with below grade level students in specialized reading or other programs. This class is distinguished by the involvement in student instructional support activities. The **Parent Involvement Technician** conducts parent education workshops and coordinates and publicizes a variety of parent involvement activities. This class is distinguished by its direct parent training responsibilities under professional guidance; incumbents may also perform Site Volunteer Organizer duties. The **Site Volunteer Organizer** is distinguished by the recruitment of school volunteers to provide general assistance in various school site program activities.

**EMPLOYMENT STANDARDS**

**Knowledge of:** Reading, writing and mathematics exceeding the 12<sup>th</sup> grade level; advanced reading instruction techniques and strategies; basic principles of child behavior and development; academic subjects taught in elementary and middle schools; community organizations and resources; standard office equipment including personal computers and word processing software; basic record keeping techniques.

## Volunteer Reading Program Organizer

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**Ability to:** Read, write, and speak English proficiently; assist in instructing or assist in instructing readiness for reading, writing and mathematics in a classroom or assigned learning environment; work harmoniously with, and gain the cooperation of, teachers, other school staff, parents, and community members; motivate, gain the cooperation of, and relate well to students as an adult role model; reinforce reading instruction to individual students; communicate clearly and effectively; train adults in routine instructional procedures, reading strategies and evaluation of student progress; exercise judgment in assessing student reading problems and informing the teacher; operate a personal computer and word processing software to produce written materials; use initiative and persuasiveness; be reliable in attendance, punctuality, and follow through; be flexible and adapt to changes in routine and the needs of the school; understand and follow oral and written directions; maintain records; schedule and plan work to meet established time lines; work independently without direct supervision.

**Essential Physical Activities and Work Environment:** Sufficient stamina to stand, walk, sit, kneel, reach, squat, and bend to perform various school activities; sufficient visual acuity to read text in a wide variety of typed/written formats and monitor student activities; sufficient hearing and speaking to give and receive instructions and understand normal conversations; sufficient finger dexterity to write and operate a computer keyboard and other office equipment; sufficient strength to lift and carry a variety of school supplies and materials; mobility sufficient to visit various locations on campus and travel to locations off campus. Work is performed mostly in indoor environment, but the necessity to go to different locations on campus or within the community involves some exposure to the elements.

**Required Background:** Possession of a secondary school diploma or its recognized equivalent and one of the following: 1) completion of at least two years of study (minimum 48 semester hours) at an institution of higher education; 2) possession of an associate's (or higher) degree; or 3) passing a rigorous assessment that demonstrates the knowledge of, and the ability to assist in instructing, reading, writing, and mathematics at a level meeting State and Federal requirements.

At least two years of work experience equivalent to an instructional assistant in a school district with emphasis on reading instruction and techniques. Experience recruiting/ training volunteers, organizing the work of others and/or organizing community participation activities is desirable.

**Licenses and/or Certificates:** Possession of a valid California Class C driver's license, and the use of an automobile or proof of an equivalent mode of personal transportation.

**Qualifications:** In order to be considered qualified for a vacancy in this classification, a candidate must possess the required background and successfully demonstrate such background, knowledge, skills and abilities through an examination process.