

Br. H.

VOLUNTEER PROJECT RUBRIC – (Due on/before 5/12/17)

Criteria	Advanced Proficient	Proficient	Developing	Emerging (0 points)
Completion of hours and evidence of accomplishment (100 points) <i>- photo</i> <i>- email</i> <i>- letter</i>	Completed on-time the required 10 hours (or more) and provided multiple pieces of evidence from verifiable sources of accomplishment. (100 points)	Completed on time at least 8 hours and provided at least TWO pieces of evidence from verifiable sources of accomplishment. (80 points)	Completed on time at least 6 hours and provided evidence from at least ONE verifiable contact of accomplishment. (60 points)	Completed on time or late less than six hours of volunteer service. Or provided no evidence of accomplishment (0-50 points)
Written Reflection Criteria	Advanced Proficient	Proficient	Developing	Emerging
Discussion of chosen issue (20 points)	Fully discusses chosen issue, including appropriate background information and why the topic is of concern to student/general public. (20-18 points)	Provides some background information on the chosen issue and some explanation why the topic is of concern to student and/or general public. (17-16 points)	Background information on the chosen issue may be missing or incomplete and does not explain why the topic is of concern. (15-13 points)	Background information is missing and no explanation of why the topics was chosen or of concern. (12-0 points)
Discussion of the positives and negatives of experience (15 points)	Thoughtfully and thoroughly reflected on the positives and negatives identifying multiple items. (15-14 points)	Thoughtfully reflected on the positives and negatives identify a few items. (13-12 points)	A reflection identifying one or two negatives and/or positives (11-10 points)	Does not appropriately identify and reflect upon positives or negatives of the experience. (9-0 points)
Assessment of the effectiveness of the experience (15 points) <i>not really</i>	An honest reflection on the efficacy of the experience identifying ways that they could have improved the experience. (15-14 points)	An honest reflection of the efficacy of the experience. (13-12 points)	Reflects on the efficacy of the experiences but lacks a genuine assessment. (11-10 points)	Fails to reflect on the efficacy of the experience. (9-0 points)

100

-2

-2

SAMPLE PROJECT

TOTAL POINT RECEIVED: 146 / 150

Well Done, Br. H.!

1: I have peer-tutored every first period for the past semester. I chose to do peer-tutoring this semester mostly because it has been recommended to me for several years but I could never make room in my busy schedule for it. Finally, my last semester of highschool I got the chance to do it, and it was something I wish I would have started earlier. I got to work with a classroom of about nine special need students, assisting them in everyday tasks such as writing down their schedule for that week, cooking, emptying and loading the dishwasher and many other tasks.

Although I got to work with each of the students a little bit this semester, I was mostly assigned to Aaron. Our morning routine was to get up from the senior tables, walk to his locker, and then write down his carbs for the day since he is a diabetic. Oftentimes this all could take up to 45 minutes, before we were seated and ready for class. Although this got frustrating every once in awhile, it became something I really enjoyed doing because I got to see how he slowly began to do these things without my assistance. One of the main goals with special needs students is to try to get them to succeed as an individual in the real world one day. It is something that very quickly captured my attention, and as sad as it is I learned from overhearing conversations that there are still people who disrespect people with special needs. It has become a concern to me and it should continue to be a concern to the general public about how we are treating people with special needs and developing a safe community for them.) yes

2: I could list dozens of positives that come with working as a peer-tutor and hardly any negatives. One of the hard, not necessarily negative, aspects of this job is only getting to work with them for an hour each day. I have found it to be very difficult to maintain a solid friendship with any of the students. Some continue to ask you your name after several weeks of working

Develop
Why is this?

with them, and at times it seems like every day is a new start at developing a friendship. If you let it, the frustration of this can become too much to where you don't want to try anymore. I found it to be incredibly rewarding to invest time, effort and passion daily into being intentional with these students. One of the many positives is just getting to see the progress that they make even in a semester. There were several days towards the end of this semester that I would show up at 8:25 and Aaron would have his carbs done and is sitting in his chair ready for class. One of my favorite parts of this job is getting to reward them when they do things really well. Giving Aaron a big high-five puts a smile on both his face and mine in return, and it becomes something he strives for in the future. Although every morning is not perfect like that, the laughs that we have had in the hallway while slowly making our way to class is like nothing else. When someone with special needs genuinely laughs it brings so much joy to the surrounding people. I also have volunteered with Special Olympic track every tuesday for a few weeks and this has become something I look forward to every week. Seeing these special needs students run, with obvious barriers, but with an incredible amount of joy is something I wish I could maintain in my running everyday. So another positive has been being able to learn from these students who take so much joy in things that I often take for granted.

Not
seen
perfect
for
this
kind
of
work!

3: This experience was extremely effective for me. It has caused me to even possibly consider occupational therapy as a career. One thing that maybe could have made this experience a little bit more effective is being trained and being informed about the specific needs of each student. With little explanation as to what each student had, and how to treat them properly I was pushed right into helping Aaron. This made it difficult to know exactly what was right and what was

Great

wrong as far as disciplining them or praising them. I quickly began to learn these things solely out of the more time I spent with them though. Overall this was effective volunteer work that taught me about a lot about the importance of being intentional with people with special needs so that they too can enjoy a life full of the same joys that I get.

*Wend
Seed*

DEAR MR. STRAHL

I wanted to let you know that
Bhikshah has been working as a
peer-helper his past semester

in the first period
She has helped me do my
CARBS and other tasks as well

THANK YOU AARON

Great evidence



**BSD7
Students**

Brianna Hawthorne <brianna.hawthorne@bsd7students.org>

Brianna Hawthorne Community Service Hours

1 message

Shonkwiler, Tonya <tonya.shonkwiler@bsd7.org>

Wed, May 10, 2017 at 12:08 PM

To: derek.strahn@bsd7.org, brianna <brianna.hawthorne@bsd7students.org>

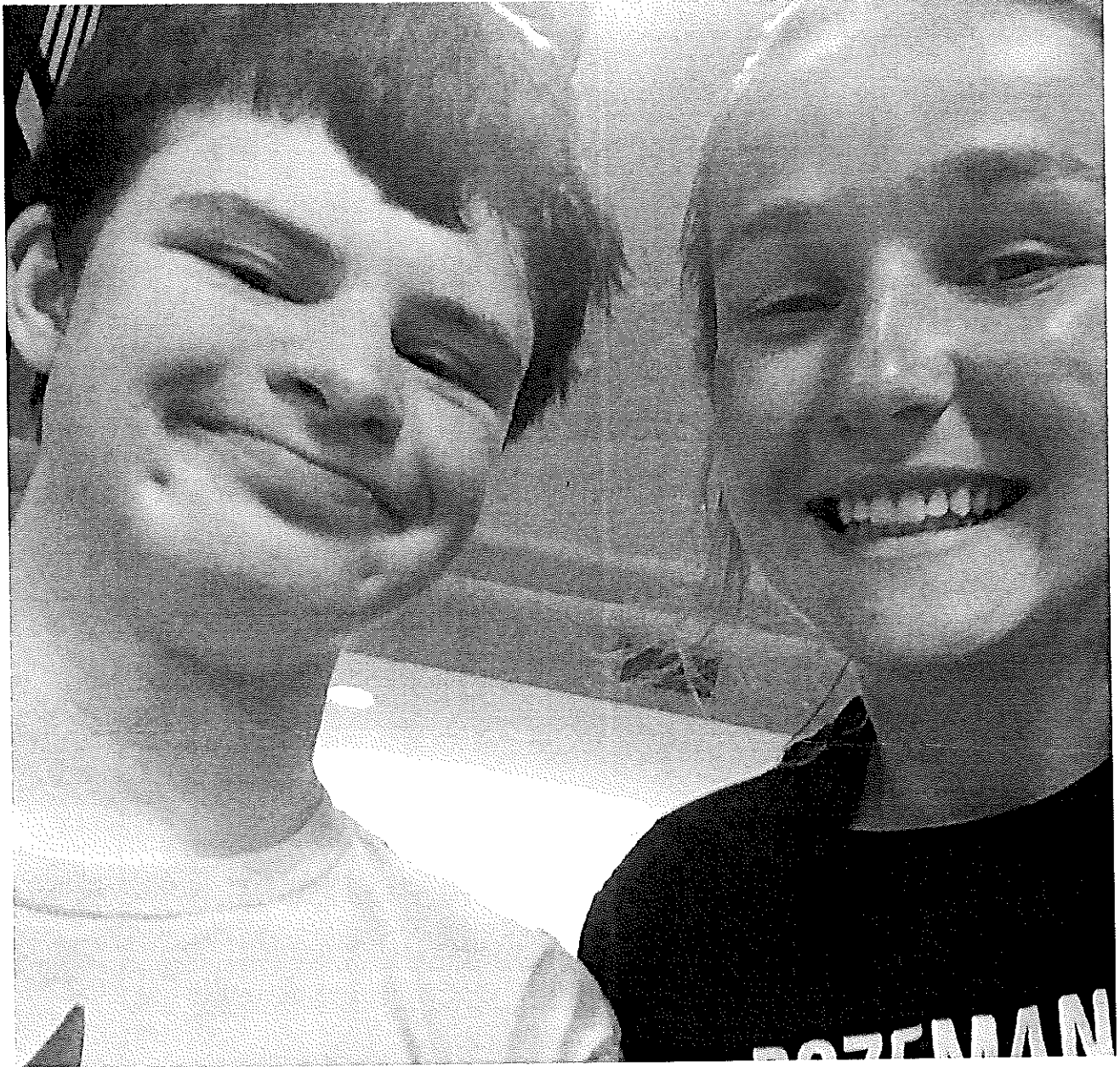
Hi Derek,

This is Tonya Shonkwiler. Brianna mentioned that you need me to let you know that she is a peer tutor. She has peer tutored this semester and has been a great asset to our classroom. Let me know that else you may need to give Brianna credit for the community service hours.

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Tonya Shonkwiler
Bozeman High School
Special Education Teacher
522-6241
<https://sites.google.com/a/bsd7.org/bhs-college-career-and-community-readiness-site/>

Good!



yes!