

WASHINGTON AMERICORPS MEMBER PORTFOLIO 1995-1996

SAMPLE



The sky's the limit! Be creative with your portfolio!

Name: _____

Team: _____

Introduction WSC AmeriCorps Member Portfolios

I. Why Portfolios?

- A) To increase member learning while serving in AmeriCorps;
- B) To achieve a higher degree of accountability for member learning and project accomplishment;
- C) To create a product of member accomplishment, and
- D) To record a member's AmeriCorps experience. (It could be fun!)

II. Portfolios: What are they?

Many of you are very familiar with portfolios as used in art, career development, and in schools. A portfolio is a *compilation of a member's participation in activities during their term of service that meet certain learning objectives*. Visual documentation (certificates, writings, publications, announcements, etc.) of tasks and activities, called *criteria*, demonstrate the development of a member's knowledge, skills, and attitudes in five competent areas while involved in their AmeriCorps term of service. The five competencies are:

1. AmeriCorps Completion
2. Leadership Development
3. Civic and Community Responsibility
4. Community Building and Development
5. Personal Growth

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Other competencies may be added by the sponsor agency or member as they relate to the member's project or national priority area.

III. How will portfolios work for AmeriCorps Members and Supervisors?

These nifty tools will help make accountability easy! Supervisors assist members in criteria completion and in some cases criteria development. Supervisors sign-off on completed criteria as members participate in training, service-learning and reflection, and other program activities. When writing quarterly reports, portfolios will assist the supervisor in determining how progress is made in achieving member development, community building, and community service objectives.

The five "pathways" or competencies are accompanied by learning objectives and criteria. When completed, the competencies demonstrate that the learning objectives are met.

Portfolios need to be **working documents** to be effective learning tools. They must be picked up and used weekly, at best, or monthly!

IV. Completion Competencies

The goal of the completion competencies section is to uniformly outline criteria that all Washington Service Corps AmeriCorps have met during their term of service. This includes all of the many things members GET DONE and the ways in which MEMBERS DEVELOP or are enriched during their term of service. Supervisors, in consultation with their local area coordinators, may waive criteria or allow members other means for completing the criteria if discussed in advance.

If you have ideas or questions about how to use the portfolios please call Ellen Winiarczyk at 360-438-4148.

WSC/AmeriCorps Completion Components

LEARNING OBJECTIVE: Members will successfully complete all AnieriCorps completion components. (Only a project supervisor, with consultation from WSC, may waive any components on a case by case basis. Keep any back up documentation for met criteria iike journal writing, pictures or other community building information in this section.)

SAMPLE

WSC AMERICORPS CRITERIA

1. Complete the stated term of service		
<table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 70%;">Supervisor _____</td> <td style="border: none; width: 30%;">Date _____</td> </tr> </table>	Supervisor _____	Date _____
Supervisor _____	Date _____	
2. Civic and Community Responsibility Member Development Institute (Oct. 1995)		
<table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 70%;">Supervisor _____</td> <td style="border: none; width: 30%;">Date _____</td> </tr> </table>	Supervisor _____	Date _____
Supervisor _____	Date _____	
3. Mid-Term Member Development Institute (March 1996)		
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Supervisor _____	Date _____	
4 Final Member Development Institute (August 1996)		
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5. Communication Skills Development ¹		
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Supervisor _____	Date _____	
6. Conflict Resolution Skills Development ²		
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7. First Aid and CPR Certification		
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Supervisor _____	Date _____	

TEAM CRITERIA

These criteria are to be determined by sponsoring agency. You may elect to have any number of team criteria which members must complete.

1. _____

2. _____

3. _____

4. _____

¹ Communication skills development includes *focused study* in these possible ways: writing, listening, speaking, and non-verbal communication styles.

² Conflict resolution skills development includes *focused study* to develop skills and knowledge in 1) understanding the nature of problems, 2) methods for resolution, and 3) basic negotiation techniques.

LEADERSHIP DEVELOPMENT.

LEARNING OBJECTIVE: Members will develop high quality leadership skills by participation in training, planning and organizing in their community, and self-directed study (reading, writing, discussing) about leadership topics.

SAMPLE

CRITERIA

1. To participate in leadership training during my term of service.

Supervisor

Date

Comments:

2. To plan and organize a meeting that brings together community members, organizations, and others around a community problem. (Note: 'Meeting' may be interpreted broadly and may include projects or other methods that bring people together around community issues. Ideas include: the whole team plans and organizes the meeting, or individuals do, or a video is made about the community, or a video is shown to the community.)

Supervisor

Date

Comments:

3. To read materials about leaders, leadership styles, models, etc., and write, discuss, or create 3 products about how you integrated in your service term the knowledge you developed.

Supervisor

Date

Comments:

Keep any back up documentation for meeting criteria such as journal writing, pictures or other leadership development information in this section.

CIVIC AND COMMUNITY RESPONSIBILITY

LEARNING OBJECTIVE: Members will develop their service ethic through participation in community service activities related to the four national priority areas of public safety, education, environment and human needs. (Note: Members must complete at least one criteria in each priority area. A single criteria is suggested in each area, however other criteria may be added by the member or supervisor.)

SAMPLE

CRITERIA

<i>EDUCATION</i>
<p>1. Identify who your local school board members, or college/university trustees. Journal/discuss their roles and responsibilities.</p> <p>_____</p> <p style="display: flex; justify-content: space-between;">SupervisorDate</p>
<p>2. _____</p> <p>_____</p> <p>_____</p> <p style="display: flex; justify-content: space-between;">SupervisorDate</p>
<i>ENVIRONMENT</i>
<p>1. Identify a community environmental problem or solution. Learn about it from at least two sources and enter information in your journal.</p> <p>_____</p> <p style="display: flex; justify-content: space-between;">SupervisorDate</p>
<p>2. _____</p> <p>_____</p> <p>_____</p> <p style="display: flex; justify-content: space-between;">SupervisorDate</p>

<i>HUMAN NEEDS</i>
<p>1. Who are the agencies that meet human needs in the community? (Consider children, physical/mental health, senior citizens, indigent, homeless, others.)</p> <p>_____</p> <p style="display: flex; justify-content: space-between;">SupervisorDate</p>
<p>2. _____</p> <p>_____</p> <p>_____</p> <p style="display: flex; justify-content: space-between;">SupervisorDate</p>
<i>PUBLIC SAFETY</i>
<p>1. Answer in your journal or discussion: What are the mechanisms that keep your community safe? What are the problems with safety systems and some possible solutions?</p> <p>_____</p> <p style="display: flex; justify-content: space-between;">SupervisorDate</p>
<p>2. _____</p> <p>_____</p> <p>_____</p> <p style="display: flex; justify-content: space-between;">SupervisorDate</p>

COMMUNITY BUILDING

LEARNING OBJECTIVE: Members will gain skills in community building and development that will lead to strengthening the overall community.

Note: These criteria have been designed with broad interpretation. Ideally, criteria will work in cooperation with your AmeriCorps project objectives.

CRITERIA

SAMPLE

1. Identify a community issue and its stakeholders. They are:

Issue: _____

Stakeholders: _____

Supervisor

Date

2. Develop knowledge about community building and development processes. (Knowledge can be developed through training, discussions, readings, participation in activities.)

Supervisor

3. Interview at least two stakeholders in your community issue.

Supervisor

Date

4. Attend at least two community meetings.

Supervisor

Date

Keep any back up documentation for meeting criteria such as journal writing, pictures or other community building information in this section.

PERSONAL GROWTH: NEXT STEPS

LEARNING OBJECTIVE: The member will _____

The member determines this objective with support from their supervisor. Create an objective that gets you working toward a personal goal, resolving an issue, or learning something new!

SAMPLE

CRITERIA (List two or three criteria that demonstrate accomplishing your objective.)

1.	_____	_____
	_____	_____
	Supervisor	Date
2.	_____	_____
	_____	_____
	Supervisor	Date
3.	_____	_____
	_____	_____
	Supervisor	Date

Keep any back up documentation for meeting criteria such as journal writing, pictures or other personal growth activities in this section.