

Team development and reflection

The school provides the senior team with its own meeting room, where team members gather to reflect on their work, provide mutual support, problem solve, and sometimes share lunch. The program director remarks that the social and emotional connections of the team become an important benefit for the seniors.

Questions about team development and reflection

1. What activities support the team concept in the video?
2. Is team structure and development a part of your program design?
3. How might you strengthen team support in your own program?
4. How do programs benefit from strong teams?

Community connections

The senior team at Woodlawn organizes bowling as a group activity for students in the community. Donations include free admission from the bowling alley and transportation from Metropolitan Learning Center, the sponsoring organization for Experience Corps. Such activities strengthen relationships between school and community organizations. Most important, they provide children with opportunities to develop the social, emotional, behavioral, and language skills that support their success in school.

Questions about community connections

1. What aspects of the bowling outing look like effective programming to you?
2. What are other ways that tutoring programs can create connections with the community?
3. How does your program reach out and establish unique community partnerships, reflecting local assets and resources?

Viewer's Worksheet
SITE # 1: Mirror Lake Elementary

Overall program design

A defining characteristic of the tutoring project at Mirror Lake Elementary is the reading room — a vibrant space dedicated entirely to tutoring. Six tutoring stations, tutoring resources, and record-keeping systems (computers and student files) are housed in this room, serving students, referred by teachers in grades K – 4. At full capacity, the room can host about 30 tutoring sessions daily, or 150 per week.

Community connections

What evidence do you see of strong community connections at this site?

In what additional ways does your program connect to the community?

Performance measurement

How does this program provide for ongoing record-keeping of student achievement?

How does this compare with record-keeping systems in your programs?

Coordination with school resources

What evidence do you see of school resources incorporated into this program?

What additional support and resources are provided to your programs by schools?

Access to instructional expertise

Who provides instructional expertise to tutors at Mirror Lake? How does this occur in the video?

What sources of instructional expertise serve your programs?

Viewer's Worksheet

SITE # 2: Joseph Gale Elementary

Overall program design

The characteristic that defines the tutoring program at Forest Grove is a single, flexible AmeriCorps member in an intern style role, who accepts a range of tutoring assignments under the direction of a mentor teacher. Partnerships for Student Achievement, an AmeriCorps*State program operated by the Forest Grove School District, seeks AmeriCorps members who want to become educators, and places each one to serve full time in an area school that provides the best match. This way, work assignments are individually tailored to suit both the needs of the school and the member, who works full time for the school year.

Training, supervision, and feedback

What evidence do you see of a strong training and supervision program at this site?

How does your program train before and during service, and provide ongoing feedback or reflection?

Collaboration with teachers

What evidence do you see of teacher collaboration at Joseph Gale?

“What we are looking for” is a key phrase used by the Title I teacher in this section. How does your program connect with what teachers are looking for?

Frequent and structured sessions

How often do you think this member meets with his assigned students and what's your impression of how he structures his time with them?

What is the scheduling design in your program (how often, how long, how structured)?

Family involvement

What do you see at the family reading night that might help families support student success?

In what ways does your program reach out to families?

Viewer's Worksheet
SITE # 3: Mount View Elementary

Overall program design

At Mount View Elementary, three AmeriCorps members and a high school service learning class work with a diverse elementary student population that speaks 24 home languages. The full-time AmeriCorps members tutor designated English language learners daily, one-on-one or in small groups; they also mentor high school tutors in Mount View's first-grade classrooms four days each week (a supplement to regular reading instruction). The high school tutors tutor small groups, supported by the AmeriCorps members; the classroom teacher is then free to work closely with the most challenged readers.

Service learning

What evidence of service learning do you see at this site?

How does your program support the learning of your tutors?

Training, supervision, and feedback

What evidence do you see of ongoing supervision and feedback at this site?

How does your program provide for on-site observation and feedback?

Frequent and structured sessions

When serving small groups or individual students, frequency and structure are especially important. How does this program provide frequent scheduling and session structure?

How does your program address frequency of scheduling and session structure?

Performance measurement

How does Mount View measure tutor performance and work to improve effectiveness?

What systems do you have in place for improving program performance?

Viewer's Worksheet

SITE # 4: Woodlawn Elementary

Overall program design

Woodlawn elementary works with two volunteer tutoring programs that recruit senior citizens: the Foster Grandparents Program and Experience Corps, both programs of the Corporation for National and Community Service. Foster Grandparents work as one-on-one reading tutors in a pull-out program for first-graders. Experience Corps members provide both small-group and individual tutoring for a range of subjects, by teacher request. Tutors from both programs serve the school about 20 hours per week.

Mentoring relationships

What special benefits do intergenerational programs provide to participants?

What evidence do you see of caring relationships in the video? What activities support them?

What does your program do to create and promote mentoring relationships?

Collaboration with teachers

How do the teachers and volunteers collaborate at this site?

What systems for collaboration with teachers does your program have in place?

Team development and reflection

How is tutor teamwork apparent at Woodlawn?

What does your program do to develop and support teams?

Community connections

How do the seniors connect Woodlawn students to their community?

What special activities or elements provide community connections in your program?