Civic Engagement in Action:
S.C.O.R.E
Catherine Keys

❖ED-SPED 350: Teaching Students with Exceptional Needs at the Secondary Level, Spring 2010

❖Instructor Name: Dr. Michael Humphrey

❖S.C.O.R.E. advocates personal responsibility in athletics and education. It is an outreach program designed to bring trained youth and adult mentors from the Boise Capital SC, into the community and benefit children through sport. The vision of the S.C.O.R.E. program is to provide after school programming in underserved primary schools in the state of Idaho. This program effectively integrates the positive elements of athletic participation with the critical need for supplemental reading and education.

❖ Service Project Purpose: My purpose was to aid at-risk youth in their homework and other classroom activities during their lunch time. I worked mostly in small groups, sometimes one-on-one with students, helping them finish their assignments.

❖ Learning goals: "This SL project is intended to assist the candidates in gaining a deeper insight into students with exceptionalities and the resources and organizations which strive to enhance their post-secondary outcomes, educational services, social services, and/or familial services" (Humphrey).

Service Activities:

❖Tutoring at-risk students (helping them catch up with their regular classroom assignments). Assignments included: English, science, math, reading, etc.

❖Being a supportive, and trustworthy person for the students to collaborate with.

❖Monitoring students behavior to create the best learning environment for every student in the class.

❖Reporting students' work and progress to their teachers.

❖Keeping the students on task.

❖Working in small groups.

❖Working one-on-one with students.

Reflection

This semester has been my first experience with the service learning program . I gained knowledge and insight into real students, and their struggles to succeed in school. My time with the students at Whittier elementary also gave me a new perspective of the community in which we live. I had some difficulties along the way, but the successful moments were worth every second. I feel that I gained priceless knowledge that will help me as a future English teacher.

Spending time with these students made me realize that thirty minutes a day can make all the difference in students' successes. Sometimes all a student needs is a little extra attention. I'm glad I could be one of the people that gave them the little boost they needed. The students in the S.C.O.R.E. program are at-risk for reasons undisclosed to volunteers. Some of the reasons were more obvious than others, but to me it was important not to focus on their at-risk label but to get to know the student as a person. It was important to establish a connection with the students in order to best help them. I feel the this experience was important for my future teaching profession. Without this experience I feel like I would be unprepared to work with at-risk students.

This experience wasn't easy. I struggled to help some students with their work. Sometimes their behavior prevented me from helping them, other times they were emotionally unstable, all I could do in these situations was to try my best to help them with their work and turn the external distractions off. That is, of course, easier said than done.

My time at Whittier elementary gave me a different view on our community as a whole. The community struggles were more apparent at Whittier elementary, but I imagine at any school I will see similar struggles. It is important to know about these struggles, and accommodate everyone in the classroom as best as you can.

One way to improve this program is to increase teacher involvement. Teachers certainly have their work cut out for them , but a little more direction would make all the difference in helping these students. I think the program is great, but we could help even more if their teachers gave the students more specific objectives to complete during our time with them.