**Member Name:** Jessica Stearns **Site Name:** East Elementary—Greenville Area School District

**Instructions**: AmeriCorps supervisors and members will use this Training Plan to track the completion of required training, noting the dates and training completed. The training plan will be kept on site with the member file. A copy of the plan will be kept by the member for individual training purposes and portfolio retention.

**Required Trainings**

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|  | Competencies | Name of trainer | Date Completed |
| AmeriCorps Affiliation &  Program Orientation | 1. Contextualize the history of Keystone SMILES Community Learning Center Inc. as a National Service Provider and a private Non-Profit 2. Review the program’s service objectives, activities and evaluation plan. 3. Demonstrate knowledge of the structure and history of AmeriCorps and other National Service programs and understand where they belong in the large national movement. 4. Introduce themselves and their program as well as describe their role as an AmeriCorps member. 5. Articulate and model a definition of ethic of service including how service is different than a job. 6. Demonstrate knowledge of the goals and objectives of their programs through individual service descriptions | Joyce Fosdick  Amy Anderson  Jennifer Welton | 08/29/ 2014 |
| Cultural Competency | 1. Know and recognize the components of cultural competency. 2. Treat others with respect, trust and dignity. 3. Be aware and be respectful in the communities they serve. 4. Reflect and assess individual knowledge of cultural/diversity issues. 5. Reflect and prepare for service and knowledge to interact with people from diverse backgrounds. | Joyce Fosdick | 08/29/2013 |
| Effective Communication | 1. Know how to use effective communication skills, including active listening, to prevent and/or resolve conflict and build strong relationships. 2. Increase confidence in giving formal or informal presentations to small or large groups. 3. Demonstrate appropriate, effective digital communication (texting, social networking) | Joyce Fosdick  Amy Anderson  East Elementary staff-- (*parent teacher conferences)* | 08/29/2013  11/21/2013 |
| Leadership Skills Demonstration/ Development | 1. Build and maintain constructive and supportive relationships; foster the building of collaborative partnerships. 2. Be able to express yourself professionally through various communication methods. 3. Organize resources to accomplish tasks with maximum efficiency. 4. Select the best course of action by identifying all the alternatives and then making a logical assumption. 5. Be proactive in developing strategies to resolve issues. 6. Know how to accept constructive feedback. 7. Develop and write a leadership philosophy | Joyce Fosdick  Amy Anderson  Dr. Katy Wolfrom  Frank Gill | 08/29/2013  08/30/2013 |
| AmeriCorps Policies and Procedures | 1. Understand the Keystone SMILES AmeriCorps Polies including:    1. Prohibited Activities    2. Drug-Free Workplace requirements    3. Sexual Harassment Policy    4. Nondiscrimination issues    5. Suspension and release from service and    6. Grievance procedures.    7. Receive Policies for reference access | Amy Anderson  Nancy Ambrose  Tami Burns Stevenson | 08/29-30/2013 |
| Performance Measurement/ Great Story Reporting | 1. Become familiar with the concepts of Performance Measurement. 2. Become familiar with Keystone SMILES AmeriCorps’s performance measures and how they fit into the SMILES’ mission. 3. Understand data collection methods used by Keystone SMILES AmeriCorps. 4. Understand how Keystone SMILES AmeriCorps progress toward their performance measurements impact the community and the larger state-wide program collective impact reported to the State Commission and the Corporation for National and Community Service. 5. Familiarize yourself with the characteristics of a “Great Story” 6. Understand the requirements of reporting quarterly and submitting a great story and picture via the OnCorps System | Joyce Fosdick  Jennifer Welton  Dr. Katy Wolfrom | 08/30/2013 |
| Volunteer Recruitment, Training and Management | 1. Understand the process of volunteer recruitment (understanding needs of your site, learn what has been done before, and be familiar with the organization’s procedures and requirements). 2. Gain the skills to develop a volunteer position description and screen volunteers. 3. Know how to manage, recognize and retain volunteers. 4. Conduct volunteer recruitment activities in the community, with emphasis on baby boomers and veterans. 5. Arrange for and/or provide training for volunteers. | Brian Bronson  Jan Abernethy  Thiel College Students | 9/13/2013  9/`16/2013  10/14/2013 |
| Academic Engagement Activity | 1. Understand the process of academic engagement (understanding needs of your site, learn what has been done before, and be familiar with the organization’s procedures and requirements). 2. Know how to design tutoring and/or academic enrichment programs/activities such as team-building, service-learning and study skills instruction to students | Jennifer Welton  Dr. Katy Wolfrom  Brian Bronson | 08/30/2013  9/30/2013 |
| Service Learning Training  (First Year Members) | 1. Understand the full meaning of citizenship, including lifelong involvement in community service; 2. Learn about civic skills and practice using these skills to enhance their current and future work in civic activities; 3. Build within AmeriCorps members a framework and motivation for life-long community service.” 4. Members will be required to put citizenship skills to work by designing and implementing a service-learning project as the final component of the training. 5. Design and Implement a minimum of 1 service project | Intro-Returning Members  Web-Based Course through Clarion University Training TBA  Family Literacy Night | 08/30/2013  12/16/2013  5/7/2014 |
| Service Learning Training Review  *(Returning Members)* | Members returning that completed the service training in previous terms will be required to put citizenship skills to work by designing and implementing a minimum of **2 service-learning projects** during their term of service. |  |  |
| Professional Development / Life After AmeriCorps | 1. Develop short and long-term plans for national service, continued education and/or employment. 2. Effectively translate their service experience into marketable job skills. 3. Write an effective cover letter and resume that reflects their service experience. 4. Demonstrate basic Interview etiquette, techniques and workplace professionalism. 5. Create a strategy for the most effective use of their education award. | Dr. Katy Wolfrom PSO | 08/30/2013 |

**Disaster Preparedness**

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|  | Competencies | Name of trainer and curriculum | Date Completed |
| Disaster Preparedness / CERT Training | 1. Describe the types of hazards that are most likely to affect their homes, workplaces, and neighborhoods. 2. Take steps to prepare themselves and their families for a disaster. 3. Identify the functions of CERTs and their role in immediate response. 4. Identify and reduce potential fire hazards in their homes, workplaces, and neighborhoods. 5. Work as a team to apply basic fire suppression strategies, resources, and safety measures to extinguish a pan fire. 6. Apply techniques for opening airways, controlling excessive bleeding, and treating for shock. 7. Conduct triage under simulated disaster conditions. 8. Perform head-to-toe patient assessments. 9. Select and set up a treatment area. 10. Employ basic treatments for various injuries and apply splints to suspected fractures and sprains. 11. Identify planning and size up requirements for potential search and rescue situations. 12. Describe the most common techniques for searching a structure. 13. Work as a team to apply safe techniques for debris removal and victim extrication. 14. Describe ways to protect rescuers during search and rescue operations. 15. Describe the post-disaster emotional environment and the steps that rescuers can take to relieve their own stressors and those of disaster survivors. 16. Describe CERT organization and documentation requirements | Amy Anderson CERT Training  Lennie/Barb  Amy Anderson | 1/8/2014  4/12/2014  6/14/2014 |
| First Aid/ (CPR) | 1. Recognize an emergency. 2. Check an unconscious victim. 3. Minimize the effects of shock. 4. Treat sudden illness, including poisonings and heat and cold emergencies. 5. Perform First Aid for cuts, scrapes, bruises, burns, bleeding and injuries to bones, joints, and muscles, such as sprains and strains. 6. Recognize and care for choking, breathing and cardiac emergencies in victims who are 12-years old and older. 7. Understand how to use the EMS system/911. | Barb  Barb | 3/7/2014  4/12/2014 |

**Site Specific Training**

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|  | Competencies | Training Plan |
| *Dr. Ruby Payne*  A Framework for Understanding Poverty | 1. Identify the working definition of poverty. 2. Identify Characteristics of classes 3. Discuss Hidden Rules Among the Classes 4. Connect classroom diversity among students in reference to culture, environment, and family life. 5. Receive reference materials for cultural diversity. | Joyce Fosdick 08/30/2013 |
| Site Specific Training  *Mr. Brian Bronson*  Professional Learning Communities | 1. Define the characteristics of a PLC 2. Discuss how to implement PLCs in our district 3. Connect grade level culture to grade level PLC 4. Receive Reference materials for PLCs 5. Discuss test data 6. Organize students into proper RTII Tiers based on data | Brian Bronson 09/26/2013  10/21/2013 |
| Site Specific Training  *PA Department of Education*  Pennsylvania State Test Administration Training Site (PSTAT) | 1. Defined Do’s/Don’ts of administering PSSAs 2. Reviewed test security | PDE 3/12/2014 |
| Site Specific Training  *Jodi Foster*  Power School | 1. Discuss features of the gradebook 2. Organize gradebooks and grades 3. Discuss pros and cons of the system | Jodi Foster 1/16/2014 |

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| Site Specific Training  *AIMSweb* | 1. Explore the dimensions of the site 2. Entered enter data 3. Interpret data | DeLaun Siege 9/3/2013 |
| Site Specific Training |  |  |