Servant Leadership in Action: Connecting with Community as a Graduate Community Fellow

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Introduction
• Graduate assistantship with the Fitz Center
• May 2011--August 2013
• Education: Bachelor's in Psychology and Spanish; Sociology and Family Development minors, University of Dayton.
• School Counseling program, graduating in December 2013.

Work
At Ruskin, I tutor Hispanic students in grades K-8 who receive English Language Learning services, using Spanish.

Servant Leadership
• Built relationships with staff as I worked with the students.
• Mentorship role in listening to students, genuine rapport with them.
• Hands-on experience working with children at various developmental levels and creating lesson plans that address their specific needs.
• Continued mentorship of past students and continually talk to the students I have worked with.

Considerations
• Under-utilized, without direction.
• Lack of coordination among the staff.
• Staff did not take an inventory of resources and allocate them.
• Ruskin hired new staff and did not utilize my services or the bilingual volunteers effectively.
• Parents had difficulty communicating even with new staff members.
• Instead of utilizing bilingual tutors, students worked with English-speaking tutors.
• After-school programming rarely had bilingual staff members.

Suggestions for schools
• Assess needs of volunteers and utilize their gifts and talents.
• In tough economic times, schools should optimize free resources.
• Need bilingual helpers to assist students in tutoring programs.
• Schools can reach out to the community and accept help, valuing each helper.

Other activities
• Summer 2011: Life Essentials, brought people with mental illness out into the community to volunteer.
• Summer 2012: Led Day Camp activities with the Salvation Army Kroc Center and taught Spanish at the Ruskin Miracle Makers Summer Camp.
• Summer 2013: Tutoring Hispanic students with El Puente and Summer Camp at Our Lady of the Rosary and Ruskin.

Top: 1st grade students that I worked with this year.
Center: 5th grader that I worked with last year.
Bottom: Reading to the kindergarten Miracle Makers group.

I developed multicultural competence while interacting with children from a variety of cultures.

Some of the students I worked with received Special Education services, which taught me more about that process.

I worked with parents to overcome the language barrier.