



Sample Portfolio

CRIMINAL JUSTICE

Educational Goal Statement

Expanded Résumé Entries

Learning Autobiography

Course Petition

Supporting Documentation

Educational Goal Statement

I returned to college to complete a Bachelor Degree in Criminal Justice with an emphasis in Juvenile Justice which I have been pursuing for 15 years. During the course of 15 years I have accomplished many, many things, but the one remaining personal goal for me is the completion of a college degree.

A Bachelor Degree will allow me to advance from a Deputy Juvenile Probation Officer to a Chief, when that opportunity arises, which is the position I aspire too. I believe that learning is a lifelong experience that allows us to continue to be vital, productive members of society; whether that is in a paid capacity or as a volunteer. Learning brings people together; breaks down barriers; and presents opportunities for personal growth.

My primary goal is to learn as much about my needs/weaknesses as I can and to stretch and grow through my college, work, and personal experiences. I want to understand juvenile justice inside and out so that I can affect change state wide. I want to have a strong voice for juveniles and their families within our local and state governments. I want to be a voice for change. I intend to be a resource for local parents, schools, and community members, which I believe is critical if we are to see societal change regarding the ways juvenile delinquency and substance use/abuse are all addressed.

I intend on strengthening my people and program management skills through the implementation and sharing of the knowledge I gain. I have strong experience in several areas of training, public speaking, program development, and program management, which I hope to continue to strengthen. Strengthening these areas will allow me to lead the Montana Juvenile Probation Officer's Association as it's 2010/11 President; speak to the Montana Legislature regarding juvenile justice issues; train at the Montana Law Enforcement Academy; and continue to write strong grants that will lead to well-funded, fully developed, sustainable programs for our local communities and its members as well as many other opportunities that will present themselves and that I will seek out.

I want to set an example of education for my children; even though, two are in their early adult years. I want my two younger brothers – both in their 40's – to know that an education is possible at any age. And, I want to set an example of learning for the probation youth that I serve. I want them to know that a Native American woman, who started life as an abused child in a substance abusing, domestic violence ridden environment, can be successful and so can they! I want the females I serve to know that they can work in a male dominated field if they are willing to put in the time and effort to learn the job! I want to set an example of lifelong learning for all those that I come in contact with both personally and professionally.

Expanded Résumé Entries

Expanded Resume

Artistic Pursuits

Ceramics Artist/Instructor **October, 1983 to June, 1985**
Owned and operated a small ceramics shop. I was skilled in instructing glazed medium as well as acrylic. I effectively utilized various brush techniques, which I could also instruct. I could pour and put together various mold types. I mixed slip for pouring ceramics. I was familiar with and had conducted various projects in glass slumping, air brushing, and porcelain. I closed my business due to a pregnancy and subsequent complications.

Employment History

Montana Tenth Judicial District - Juvenile Probation
Lewistown, MT 59457 United States

Juvenile Probation Officer (Direct Hire) **July, 2002 to Current**

ROLES & RESPONSIBILITIES

Supervision & management of juveniles who have committed criminal offenses within Montana's Tenth Judicial District (tri-county area of 4,400 square miles).

Maintain case files on each youth both in written and computer form.

Establish a case plan and manage that plan through assessment and revision.

Provide counseling/social work with juveniles, parents/guardians, siblings, and/or extended family as necessary to insure accountability, rehabilitation, and community safety.

Possess a strong understanding of and an ability to determine applicability of the Montana Youth Court Act; Balanced & Restorative Justice Approach (BARJ); as well as other juvenile justice philosophies.

Possess the ability to understand, evaluate, and, if appropriate, implement new programs, philosophies, and/or approaches to work with at-risk youth and/or their families.

Provide courtroom testimony, court reports, written reports, verbal and written communication, etc.

Must possess the ability to work in the office, in the community (including, but not limited to schools assemblies, classrooms, etc.), and in homes of youth.

Learning Autobiography

As a CASA/GAL volunteer, volunteer coordinator, and program director, I learned the need for data collection on the volunteers, the staff, and the service receivers. I developed various data collection processes until the National CASA Association developed their own national program to gather data from local programs and to assist local programs in managing their own information. I have written thousands of reports, interviewed tens of thousands of people – parents, children, and professionals. I have worked with child protective agencies from Alaska to Texas as well as interviewed professionals in states with that same range. I have created forms to track contacts, collect hours of service, organize court hearings, allow application of volunteers for various positions, phone logs, report formats, and so on. I have adapted several other CASA/GAL training manuals to serve our local and state needs. I have provided consultation services to developing and restructuring CASA/GAL programs across Montana. I have spoken and/or trained at judicial conferences, county attorney conferences, CASA/GAL conferences, AmeriCorps trainings, Head Start Conferences, and National CASA/GAL Conferences.

I have trained new CASA/GAL directors, provided consultation on various state and federal laws to local and other community attorneys. I have served at the National CASA/GAL Association's Montana Representative, which required the development, supervision, training, and consultation of Montana's CASA/GAL programs as well as national travel to report on issues faced by children, families, and CASA/GAL programs in Montana. I have been honored by the CASA/GAL Program of Montana, Who's Who, and Who's Who In American Women. During these years I also continued to pursue my college education.

After eleven years with the CASA/GAL program and through working at various times as the Community Service Program's supervisor as well as a Juvenile Tracker, who provides 24/7 intensive supervision of juveniles, I decided I wanted to be a probation officer. I worked part-time my first year and struggled to find a correlation between all that I had learned as a CASA/GAL volunteer, volunteer coordinator, and program director and the juvenile probation officer position I was in. I loved working with teens and felt that I was once again affecting change on one child at a time basis; however, I couldn't reconcile my past knowledge and work with my new responsibilities. However, after approximately one year, I found that link.

I learned that the interviewing skills and techniques I had utilized so well as a CASA/GAL were invaluable with the teens and parents I served. I found that I had the ability to put people at ease in a situation that was extremely uncomfortable. I found that my understanding of abuse and neglect gave me an insight into the youth I supervised that could not be explained. I understood from a very personal point of view what it was like to be the victim of abuse, neglect, and family violence. I understood the dynamics of substance abuse on these youth. I could see the correlation between the children I represented as a CASA/GAL and the teens that were sitting in my office. I could easily pinpoint "symptoms" of abuse, neglect, drug use, and/or violence that often looked like unexplainable behaviors or criminal activity. While I have a keen understanding of these issues, I also have learned that we all make our own choices and that accountability is critical to the success of these youth. I have found that youth often don't have someone in their life that says, "This is the natural consequences of the choice you made and you will need to deal with them." This is a powerful statement when we are talking about teens and their learning process.

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AmeriCorps trainings, Head Start Conferences, and National CASA/GAL Conferences.

Course Petition

CJ-420 JUVENILE JUSTICE

Institution

Purdue University Global - Online

Course Description

This course provides an overview of the juvenile justice system in the United States. It focuses on the design and application of the juvenile justice system. Upon completion of the course, students will have a full understanding of the interrelationships among philosophy, notions of causation, and procedural requirements provided to youthful offenders and abused children. Students will also be able to discuss and identify diversion and prevention programs, the effects of incarceration, and possible alternatives to incarceration. Last, the future of juvenile courts and the juvenile justice system.

Credits Offered

6.00 credits

Learning Statement

- Clear understanding of court cases that shaped juvenile constitutional rights.
- Understand the common characteristics that generally lead to delinquency, abuse, and neglect.
- Understanding of the theories of causation related to delinquent behavior.
- Concise understanding of the members of the juvenile court system and their roles in the process.
- Participated in the juvenile court system as a juvenile probation officer and a court appointed special advocate/guardian ad litem.
- Evaluated and developed prevention & diversion programs developed to deter juvenile delinquency, abuse, and neglect.
- Developed and utilized sentencing alternatives within the juvenile court system.
- Compared sentencing alternatives within the juvenile court in an effort to determine the most appropriate alternative for specific youth.
- Participated in the intervention of abuse/neglect situations in juvenile court in an effort to protect juveniles and prevent future delinquent activity.
- Provided weekly supervision to youth in the juvenile court system for committing delinquent acts.
- Developed a strong active understanding of the philosophies of the juvenile court system.
- Explained the juvenile court system to youth charged with delinquent offenses as well as their parents, victims, and/or community members or agencies.
- Firm understanding of confidentiality; its applicability in the juvenile court system; and the need for confidentiality within the juvenile court system.

Primary Documentation


Letters From the Supervisor

State Of [REDACTED]

TENTH JUDICIAL DISTRICT COURT

[REDACTED], Court Administrator
[REDACTED], Court Reporter
Telephone: [REDACTED]
Facsimile: [REDACTED]

DISTRICT JUDGE
P.O. Box 1124
[REDACTED]



November 18, 2009

To Whom It May Concern:

I am the District Court Judge of the Tenth Judicial District in [REDACTED]. The Tenth Judicial District is comprised of three counties covering approximately 4,400 square miles. I have served in this position for the past 9 years. One of the responsibilities of my position is to oversee the Juvenile Probation Office.

[REDACTED] has been a Juvenile Probation Officer in this District for 8 years and, prior to that, a CASA/GAL for 10 years. I have had an opportunity to observe Ms. [REDACTED] work over the past 12 years and have watched her skills and abilities blossom. She has served in [REDACTED] where she received extensive training in team building, has managed the Community Service program, has established and developed programs for the Youth Justice Council which combines adults and youth in a setting whereby they set punishment for local youth who have committed infractions such as alcohol or drug use, and has overseen the Early Intervention Crisis team. She has been responsible for in-house staff training as well as supervision of Juvenile Probation Office employees.

[REDACTED] organizes, supervises and manages her caseload of youthful offenders in a most professional manner. Her skills at communication with both the youth and their parents/family members create that rare mix of cooperative teamwork and necessary direction and fulfillment of responsibility.

[REDACTED] has, with her administration of the GAL program and the operational requirements of her position as Juvenile Probation Officer, shown strong understanding of how organizations work, both in theory and practice. More to the point, she has those unique abilities to weave together that theory and that practice into a successful organization. Because of those abilities, [REDACTED] has a fluent ability to talk about, analyze and describe for others how organizations work and behave in the real world.

[REDACTED] also has that understanding and insight into current technology that makes me envious. She knows how technology affects the organization she works with and the management of them.

Primary Documentation

Letters From the Supervisor

County Attorney

Deputy County Attorney

Deputy County Attorney
HR Director



Victim/Witness Coordinator

Legal Assistant
Office Manager

Legal Assistant
Check Collections

Ph: • Fax:

November 13, 2009

To Whom It May Concern:

Subject:

I am the County Attorney for County, and have served in this capacity for 19 years. Prior to my service as the county attorney I was the half time City Attorney for 7 years. During this time period I also had a half-time private general law practice. I attended the University of Law School, and obtained my law degree in 1982. I have continuously practiced some form of law since that time.

This letter is being written in support of. I understand that she is making an application to obtain college credit for knowledge and experience she has gained while working in in the Tenth Judicial District. She worked for a number of years as the Director of the Court Appointed Special Advocate/Guardian Ad Litem (CASA/GAL) program. Then she became a juvenile probation officer, a job she currently has. I have worked with for 18 years and have the highest regard for her work ethics. I have no doubt that her work experience over these many years qualifies her to receive the credits she seeks.

Throughout these many years, has been involved in many tasks and projects; to include: volunteer recruitment, training, and supervision; case management; hired-staff training; search & seizure functions; report writing; intensive supervision of juveniles; and courtroom testimony; to name a few. In all of these tasks and projects I have observed perform professionally and with a high degree of excellence. Specifically, I want to address skills as they relate to criminal justice ethics.

As the Director of the CASA/GAL program, and as a juvenile probation officer over the past 18 years, I have come to know that approaches her job with a great deal of passion, and with strong ethics and a great deal of moral conviction. She has a commitment to not just the juvenile justice system, but to the justice system as a whole. Taped on my office wall, just to the left of my computer monitor, is a quote from the Honorable Judge. gave me this quote many years ago. It reads; "Justice is the right decision, done the right way, for the right reasons". How true. This quotation describes how thinks and acts in her day to day work.

Secondary Documentation

Certificates and Awards



ORY COUNCIL

curity Number

completed the following training course:

Juvenile Probation Officers Training Basic
OTH01001BT2002031501

The above course began on March 11, 2002 and ended on March 15, 2002 comprising a total of 40 hours of instruction which was conducted as prescribed by the POST Advisory Council.

The above course began on
hours of instruction v

June 5, 2002

Administrator
Law Enforcement Academy

Director
Peace Officer Standards & Training

Chairman
Peace Officer Standards & Training

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Montana Law Enforcement Academy
June 5, 2002

Director
Peace Officer Standards & Training

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