

Anchorage School District
**The Mentorship
Handbook**

Electrical Engineering

Interior Design

Medicine

Astronomy

Wildlife Biology

Scientific Research

Veterinary Medicine

Journalism

Computer Programming

City Government

International Business

Architecture

Education

Public Relations

Fine Arts

Finance



Main Entry: men·tor

Pronunciation: 'men-"tor, -t&r

Function: *noun*

Etymology: Latin, from Greek MentOr

1 *capitalized*: a friend of Odysseus entrusted with the education of Odysseus' son Telemachus

2 a: a trusted counselor or guide **b**: TUTOR, COACH

- **men·tor·ship** /-"ship/*noun*

The Mentorship Handbook

Anchorage School District
Mentorship Program for the Gifted
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Anchorage School District
Educating All Students for Success in Life

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Congratulations on your decision to participate in the Anchorage School District's Mentorship for the Gifted Program. This program has provided services to secondary students for more than 15 years, so you join a proud and accomplished group. One full-time coordinator, Pamela Dupuis, and two part-time coordinators, Ann Hinckley and Claudia Wallingford, place 80-100 students in mentorships each school year. This program serves all of Anchorage's secondary schools.

The Mentorship for the Gifted Program is designed for the exceptional 11th and 12th grade high school student, like yourself, who has the self-discipline and interest to pursue independent study under the direction of a professional in a field of great interest to the student. The mentorship is modeled after a college-level internship, whereby you will be paired with a professional or expert in the area of career interest. The program is designed to immerse you into the real world of your selected area of advanced learning. You will observe, talk with, and work closely with a person in the field you select. Hopefully, you will also learn new and challenging technical concepts in the field of your interest. These experiences will help with career and college choices. Students are expected to be well prepared for the experience, having advanced course work and/or other activities in their field of interest.

Mentorship students must commit to 45-60 hours of work with their mentor, including an in-depth project, reviews of professional journals, interviews of professionals on site, and weekly supervision with their mentor coordinator. The coordinator evaluates all work and issues a final grade for an elective credit.

Previous students tell us that a mentorship takes:

**curiosity
motivation
planning
work
maturity
courtesy
commitment
communication**

WELCOME TO THE MENTORSHIP PROGRAM

In order to help you gain the most from your mentorship experience, the following activities are required. Use this as a checklist during your mentorship.

- _____ **Career Search** - a one-page summary of researched information about the career field of your interest. (see page 11)
- _____ **Time** - a minimum of 45 hours as directed by your mentor. Plan to complete your mentorship within a 3-month period.
- _____ **Journal** - this documents your hours, but more importantly records your impressions of your experiences. It will be turned in to your coordinator on a regular basis. (see page 16)
- _____ **Interviews** - a total of 3 with professionals in your field of mentorship one of which must be your mentor. (see page 17)
- _____ **Article Review** - one article review from a professional journal in your proposed field of mentorship. (see page 14-15)
- _____ **Project** - required for all mentorships. Discuss your project with your mentor early in the mentorship. Schedule your presentation with your coordinator. Be sure to invite your parents and your mentor to your presentation. (see page 18)
- _____ **Supervision** - your coordinator will be at your school each week to meet with students. You must communicate with your mentorship coordinator at least every other week.
- _____ **Thank you** - a written thank you note to your mentor. (see page 19)

Timeline

Vice President Hubert Humphrey/Walter Mondale

Below is a timeline students find helpful in understanding the typical sequence of mentorship activities.

- _____ Complete a career search of your chosen field of interest. Bring this to the training session.
- _____ Participate in fall training session/mentorship handbook provided
- _____ Interview with your mentorship coordinator (typically conducted in the fall). after your interview, your mentorship coordinator will check your transcript to finalize eligibility for mentorship program.
- _____ Placement conference with mentor, coordinator, parents
- _____ Interview mentor at placement conference, if possible
- _____ Journal to be kept up to date; due regularly to coordinator
- _____ Complete article review from a professional journal
- _____ Two more interviews to be completed-set due date with coordinator
- _____ Make plans with mentor and coordinator for final project
- _____ Set date for final project presentation with coordinator and mentor and others who will be your audience
- _____ Checklist for completing mentorship. Mentorships are to be completed no later than April 30 unless mentors require an exception to this date.
- _____ Final project presentation to mentor, coordinator, others as arranged
- _____ Thank you letter to mentor/copy to coordinator

Student responsibility and reliability are critical for a successful experience. Your ability to study and work independently is essential to your success. Unlike other classes you take, you will not be monitored daily which places the responsibility to complete your work in a timely fashion squarely with you. We encourage you to plan accordingly. Another important trait is your ability to conduct yourself in a professional manner both on the mentorship site as well as at school with your coordinator. It is imperative that you keep all your appointments with your mentor and your mentorship coordinator. Failure to do so may result in a lower grade or in being removed from the program.

You may choose either a letter grade or pass/fail for your mentorship. In order to earn either a pass/fail or a letter grade up to a B, the following must be completed:

- All requirements as listed on page 2 will be completed in a thorough and thoughtful manner and turned in regularly: career search, 45 plus hours, journal, interviews, article review, project, supervision, thank you note to mentor.
- One career search paper must be handed in at the training session.
- Your mentorship coordinator will meet with you twice per month. You will be notified when the coordinator wants to meet with you at your school.
- Mentorships must be completed, including all assignments, by April 30th

In order to receive a grade of A for your mentorship, the following must be completed:

- All requirements from above list completed in an exceptional manner and turned in at regular intervals.
- A 5-10 minute presentation of your project to your mentor, your mentor coordinator, and an appropriate audience.

The Mentorship for the Gifted Program is community-based education designed to meet the needs of high ability students for enriched and/or accelerated learning opportunities. A mentorship is a match of a motivated student of outstanding ability with a top professional/expert in a subject of great interest to the student.

This program is for the exceptional student who has the self-discipline and interest to pursue independent study with the assistance of a mentor - someone who can suggest, guide, and provide professional insights. The student, mentor, and coordinator will develop goals and objectives for the mentorship experience. Activities to accomplish goals and objectives will be planned as the program of study.

Rules

1. Students will commit to a minimum of 45 hours.
2. The grade for 1/2 elective credit will be based on the career search paper due at the training session, journal, article review, three interviews and the final project presentation.
3. The Mentorship for the Gifted Program is for those students who have completed advanced courses at the high school level that apply to their area of interest. Students must have completed or be enrolled in coursework that directly relates to their mentorship.
4. The mentorship coordinator through periodic visits to the school, group meetings, and communication will monitor attendance, work with the mentor, evaluate the career paper, student journal, article review, and three interviews, and review the final project.
5. Mentorship assignments must be turned in on a regular basis in typed format.
6. The student will maintain regular communication with the mentor and/or the mentor's assistant and will send an appropriate thank you note to the mentor at the end of the mentorship.
7. Transportation to the mentor site is the responsibility of the student.
8. Students are required to meet a minimum of twice a month with the mentorship coordinator.
9. Final approval of each mentorship will be by the Curriculum Principal.
10. Students may earn letter or pass/fail grades. Grades will reflect the caliber of written work, quality of mentorship time, and ability of student to conduct her/himself professionally, including keeping all appointments with the mentor and the mentorship coordinator.

Failure to meet the above requirements may result in a withdrawal/failure on the student's transcript.

I have read and agree to the rules and intent of the mentorship study program.

Student Signature

Date

Parent Signature

Date

Although your mentorship may begin any time during the school year up until February, you will need to complete a career search paper to turn in at the training session in the fall. A career search is just that. A search to find as much information as you can about your career field of interest. Things you should discover include:

- What is the nature of this field, or what exactly does a professional in this field do?
- What is a job in this field like?
- How does one prepare for this field?
- What is the future outlook for this field ?
- What kind of salary can one expect to make?
- What other similar jobs there are in this area?

There are many excellent sources of information online. Use any search engine like google.com and try search words such as career information and _____(list area of interest, for example, engineering). Most sites list additional resources, so dig around and explore several sites. Keep track of all your sources as you will need to list them in your paper.

It's always risky to list web sites, but here are a few that at the time of publication contained lots of interesting information which may help you launch your search:

- www.bls.gov/ (Bureau of Labor Statistics)
- www.dol.gov/ (Dept. of Labor)
- www.bls.gov/k12/html/edu_over.htm (Student friendly site compliments of Bureau of Labor)
- www.vault.com/nr/ht_list.jsp?ht_type=11 (Commercial site with an alpha listing of occupations)
- www.vault.com/nr/ht_list.jsp?ht_type=1 (Same commercial site as above with some profiles: A Day in the Life of...)

Your career search paper should be a one or two page summary of the information you discovered during your search. Please follow standard formal paper guidelines, including a bibliography of your sources. Use the following heading:

First and last name

School

Date

Career area researched

After the interview with your mentorship coordinator and when a mentor placement is found, you and your parents will be asked to attend a placement conference. The purpose of the placement conference is to formally introduce you to your mentor, to identify goals for your mentorship, to answer questions you or your mentor have about the program, and to arrange the schedule for your mentorship. The placement conference has in attendance:

- You, the mentee
- Your parents (not mandatory but highly recommended)
- The mentor
- The mentorship coordinator

Because these meetings are difficult to schedule, you may be asked to miss a class to attend the placement conference. It is important that you be very flexible with the scheduling of this conference. These conferences are usually held at the mentor's place of business. Please be mindful of these details pertaining to your placement conference:

- Dress appropriately for this conference. No jeans, baseball hats, exposed midribs, etc. Be professional in your appearance. Don't chew gum.
- Bring a notebook, a calendar and a pen. You will be asked to set up a tentative schedule, so be familiar with your schedule. Be ready to take notes.
- One of the tasks of this conference is to identify goals for your mentorship. (see page 9), so be prepared to tell your mentor what you want out of the mentorship. Be as specific as possible. The information you gleaned from your article review is valuable in terms of understanding what experiences might be available to you.
- Feel free to ask questions of your mentor. Some important topics to cover include: What is the best way for you to contact your mentor? What is the expected office attire? What should you do if your mentor is busy and can't spend time with you?
- Plan on arriving a few minutes early so you can connect with the mentorship coordinator before the conference begins.
- Your mentor is an unpaid volunteer. Be appreciative of what he/she is offering you. Demonstrate your enthusiasm.

Anchorage School District Gifted Program**Mentorship Goals & Objectives**

Rose Black with William Farr

International Trade and Business Development

Mentorship in International Business

1234 Apple Street

Anchorage, Alaska 99555

Phone: 333-3456 FAX: 789-1011

Schedule: Mondays and Wednesdays from 2:30 until 5:00 PM**Long Term Goals**

- 1 To increase knowledge and insight into the field of International Business .
- 2 To increase insight into the educational requirements and opportunities for training and careers in the field of International Business.

Short Term Instructional Objectives

- 1.1 Rose will have an opportunity to use her Russian language skills working with people who do business internationally.
- 1.2 Rose will learn how this agency acts as a liaison between international businesses and the state.
- 1.3 Rose will receive basic orientation of site data base.
- 1.4 Rose will gain experience in client services.
- 1.5 Rose will attend meetings as available and appropriate.
- 1.6 Rose will participate in ongoing projects.
- 2.0 By communicating with her mentor, and other professionals, Rose will be able to evaluate her future educational objectives in the field of International Business.

Evaluation

Student, mentor, and coordinator observation and evaluation

Student journal/learning log

Two reviews/three interviews

Project: to be determined

Rose Black

Jack London High School

Grade: 11

DOB: 3/11/86

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Mom wk. 345-5678

Dad wk.: 345-9101

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Anchorage, Alaska 99504

Email:

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Soon after you are placed in your mentorship, ask your mentor if he/she can loan you a professional journal. Browse through this journal and select an article which is of interest to you. The article may be difficult to understand because it is written for someone with a professional education and experience in the field. Read the article and write a summary of it using the format below. Some students have used this information to help them identify and/or research their project topic.

Article Review Format

Professional Journal

On topic(s) related to your mentorship request

Student Name _____ Date _____

Review of _____

Author/Title/Topic _____

Date/Volume/Issue _____

Summary:

(Your summary will probably be at least a half page in length.)

Personal Reaction:

(Your personal reaction will probably be a half page in length.)

Scott Wilson 9/28/03

“End of the Line for Windows?” by John C. Dvorak
PC Magazine, April 22, 2003, Vol. 22 No. 7, p. 61

Summary:

John C. Dvorak is a well respected columnist in the tech world. He is famous for making extremely accurate predictions and having very insightful information. In this article, he talks about the future of Windows, Microsoft’s “cash cow.” The newest version of Windows, code named Longhorn, is due out around 2005, though no firm date has been set. According the lead developer, it will be written from scratch, but Dvorak says that that would be nearly impossible and double the development time. He comments that with the year 2000 an XP is already moving in a very good direction, in terms of their stability and comfort of use, so why start over? Why not just revise the code? He says that Microsoft should be more like Adobe, which has far outpaced their nearest competitors and still is aggressively improving their product. Dvorak says that if Microsoft “sits on their butts” and doesn’t really improve their OS, they will so be replaced, most likely by the every increasing threat of open-source movements. He concludes by saying Microsoft is not holding fast on any release date. “That’s good. Take your time.”

Personal response:

I really like John C. Dvorak. Whenever I get my PC Magazine I always turn to his article to find out what he’s ranting about this week. I find his articles incredibly insightful and fun to read. For this article, it was very interesting to find out what Microsoft was brewing up next. I use XP and absolutely love it. I probably won’t rush out to buy this new OS because I am quite satisfied with XP, the first that I have ever had like that. Almost everybody uses Windows nowadays, and it should be up to Microsoft to improve their product. However, they have become complacent. They could not care less about the consumer as long as Microsoft ships units. That is a terrible attitude to have, especially in the software business. I sure hope Longhorn isn’t another total let down like ME (Millennium Edition).

The purpose of your journal is twofold. First, it will document the hours spent working at your mentorship site. Second, and more importantly, it will record your impressions of your experiences. It may be helpful to think of your journal as a learning log. Some students use it to record questions to discuss with their mentor at a later date, as a place to record the names of the people in the office setting, or as a place to make sketches of concepts being introduced. A good journal is written using many of these approaches. The emphasis should be on you making it meaningful for you. Keep your journal up-to-date. Bring your journal with you each time you meet with your coordinator.

a sample journal/learning log entry...

Tuesday, Oct. 27, 2002

2:30 PM - 5:45 PM

Today was probably the best day I've had at my mentorship. We found a problem and then solved it theoretically. It truly is one of the best feelings in the world. Through this mentorship, I have figured out that I like problem solving. It involves a whole different thought process that you just don't really use at school. Maybe that's why I like computers so much because all they really are is figuring out problems, using logical thought. Today the problem was trying to get the new proposed mail client to store its mail on a network drive instead of locally while working with such things as roaming profiles and different users. It is rather difficult to recount the actual process in solving such a problem. It is mainly the end result that is remembered. There were multiple tests figuring out how certain things worked, like how Windows handled the move from regular user to roaming user and what it stores where. Dan used an interesting technique in the process. When we thought we had figured out how to make everything work he wrote out the steps individually on the white board. This seemed very helpful because it is so easy to leave out one little thing here or there and mess up the entire process. Now all we have to do is test everything, which meant we needed Wendy to build us some fresh systems to test it. That's what I have to look forward to tomorrow.

Although the idea of interviewing three professionals may seem daunting at first brush, students report this is one of the most insightful and engaging activities assigned. Your first interview is with your mentor and should be conducted as soon as possible after your placement conference. Here are some tips for interviewing.

- Schedule the interview according to the convenience of the interviewee, allowing enough time so that neither of you will be rushed.
 - Write out your questions before the interview.
 - Use both factual and opinion questions
 - Use mostly open-ended questions
 - Ask both primary questions (In your opinion who are the best people for me to ask about careers in the computer field?) and secondary or follow up questions. (How could I meet them?)
 - Hypothetical questions are helpful in procuring information you might not get with a direct question. For example, If you had it to do all over again, what would you change about your career preparation?
- Don't be afraid to drop questions or reorder them or ask new ones as they occur.
- Pay attention to body language and be sensitive to how the interviewee is reacting.
- Ask sincere questions. The ratio of talk should be 30/70. You 30/ Your interviewee 70.
- Use silence and brief but encouraging phrases like "Really?" "Tell me more"
- A brief thank you note should be written to all persons interviewed. Remember, you are making potential career contacts.

Students typically select one of two formats for writing up the interviews. Some students prefer to type out the questions and responses. Other students prefer to write a summary of what they learned and how this information may be helpful to them. Either format is acceptable. Please identify each interview with the following information: your name, first and last name of the person being interviewed, his/her job title, date, and location of interview.

Hint #1

Previous mentorship students recommend recording your interview up as soon as possible after each interview while you can still remember what your notes say.

Hint #2

Students tell us that some of their most interesting interviews have been with professionals their mentor has arranged for them to meet. Don't be shy about asking your mentor to help you arrange interviews.

As soon as you are working with your mentor, begin thinking about possible ideas for your final project. After a few sessions of mentoring activities, set aside some time with your mentor just to talk about your project.

A Project:

- Should be presented to a group (including your mentor, if possible, and your mentorship coordinator) at the mentorship site or at school in a relevant classroom.
- Should demonstrate sincere, advanced learning in your mentorship field.
- Should be designed as a learning experience for you and your audience; or designed as a product that is useful to your mentor.
- Is unique, reflecting your mentorship experience.

When you and your mentor determine ideas for a project, share them with your mentorship coordinator for approval and/or suggestions.

Complete your presentation no later than April 30

Past projects have included these ideas:

Powerpoint presentations to businesses

Survey of teenage nutrition to a group of pediatricians

Flip book of surgical procedures specific to an orthopedist's office

Grant for funding for a special summer music seminar

Reports on scientific research conducted

Portfolio of art or writing

Analysis of dying oil wells

Classroom presentations

A performance

Display boards

Your final requirement is to compose and mail a thank you note to your mentor and to anyone else on site you feel has been especially helpful. Below is an easy format to use. Remember to provide a copy of your thank you note to your coordinator.

_____ (Street Address)
 _____ (City, State, Zip)
 _____ (Today's Date)

(four blank lines)

_____ (Name and title of person to whom you're writing)
 _____ (Company Name)
 _____ (Street Address)
 _____ (City, State, Zip)

(one blank line)

Dear Mr./Mrs./Miss/Ms./Dr. _____:
 (one blank line)

First Paragraph: Purpose - tell why you are writing this letter.
 (one blank line)

Second paragraph: Body - mention one thing you learned and one thing you liked about the experience.
 (one blank line)

Third Paragraph: Closing - thank the person again for his/her time and effort in working with you. Consider providing future contact information.
 (one blank line)

Sincerely,
 (three blank lines)

_____ (Sign your name)

_____ (Print or type your name)

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Notes

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Tips & Guidelines for your Mentorship

Putting your best foot forward:

- Be at least 5 minutes early when arriving at your mentorship location. Call the day before you go to confirm time and place.
- When leaving messages, speak slowly; repeat phone numbers twice.
- Be aware of how people in the office dress, and dress accordingly. Wear clean clothes that are not wrinkled. No holes, rips, or fancy tears.
- Replace “yeah” with “yes.”
- Be prepared with notebook and calendar for notes and planning with your mentor.
- Write in your journal after attending each mentorship session. *Don't* procrastinate - write the day that you attend. Include as many details as you can, as well as your feelings and reactions to the event.
- Thank your mentor at the end of each session. Take this opportunity to set up your next meeting. The responsibility for keeping in touch is yours.
- Feel free to discuss with your coordinator any problems or concerns about your mentorship. If you are not happy, not learning, not challenged, let us know. It likely can be easily fixed. You and your mentor will be happier if things are going well.
- Consider asking your mentor for a letter of recommendation toward the end of the mentorship.
- Write a thank you note to your mentor at the end of the mentorship. Remember, he/she is our contact for other mentorships and perhaps a long-term mentor for you.
- Talented as our mentors are, they can't read your mind. Show your interest and enthusiasm by asking questions and providing sincere and courteous feedback.



Anchorage School District
Educating All Students for Success in Life

Non Discrimination Statement

It is the policy of the Anchorage School District to provide equal educational and employment opportunities, and to provide services and benefits to all students and employees without regard to race, color, religion, disability, national origin, gender, marital status, change in marital status, pregnancy, parenthood or other prohibitions. This policy of the Anchorage School District is consistent with numerous laws, regulations, and executive orders enforced by various federal, state, and municipal agencies, including but not limited to Section 504, Executive Order 11246, Title 41 (part 60-1, 60-2, 60-3, 60-20), Title VI and VII of the 1964 Civil Rights Act, and Title IX of the Education Amendments Act of 1972. Inquiries or complaints may be addressed to the School District Equal Employment Opportunity Office, the Alaska State Commission for Human Rights, the Anchorage Equal Rights Commission, or the Director of the Office for Civil Rights, the Department of Education or the Department of Health and Human Services. Grievance procedures for student and employee concerns have been established by the Anchorage School District. For more information, contact: Director of EEO, P.O. Box 196614, Anchorage, AK 99519-6614 (907) 742-4132.