

ASD Gifted Mentorship Student Handbook 2019-20



Anchorage School District

Educating All Students for Success in Life

Updated 3/21/19

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Table of Contents

| | |
|---|----|
| Program Overview | 3 |
| How to Apply: Follow these directions..... | 4 |
| Applicant Evaluation Matrix for the Gifted Mentorship Program | 5 |
| Resume | 6 |
| Program Requirements and Timeline..... | 7 |
| Grading Requirements..... | 8 |
| Career Research..... | 9 |
| Placement Conference | 10 |
| Mentorship Goals | 11 |
| Article Review | 12 |
| Journal | 13 |
| Interviews | 14 |
| Sample Interview Questions..... | 15 |
| Final Project | 16 |
| Final Project Outline | 18 |
| Wrapping Up..... | 19 |
| Helpful Tips | 20 |
| Frequently Asked Questions (FAQ) | 21 |
| High School Teacher/Counselor Recommendation | 23 |

Program Overview

Congratulations on your decision to apply to the Anchorage School District's Gifted Mentorship Program. This program has provided services to high school students for over 20 years and you are applying to join a proud and accomplished group. This program serves all ASD secondary schools.

The Gifted Mentorship Program is designed for the exceptional 11th and 12th grade high school student who has the self-discipline and interest to pursue an 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, where 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 college and career choices. Students are expected to be well prepared for the experience, having completed advanced course work and/or other activities in their field of interest.

Previous students tell us that a successful mentorship takes:



How to Apply: Follow these directions

- ✓ Read this handbook carefully before submitting your application; make sure you can commit to the time required. Students must be enrolled in the Anchorage School District for both semesters of the 2019/20 school year to participate.
- ✓ Go to the ASD Gifted Mentorship website and complete the Google form application. You will need to share a link to your resume from google docs: Open a file in **Google Docs**, in the top right corner, click **Share**, click "Get shareable **link**" in the top right of the "**Share** with others" box, click the Down arrow next to "Anyone with the **link**."
- ✓ The application will open on March 1, 2019 for the 2019-20 school year. The first deadline to apply is April 26, 2019 at 3pm, the second and final deadline to apply for the 2019-20 school year is September 6, 2019 at 3pm. Here is a link to the application and handbook:

<https://www.asdk12.org/giftedmentorships>

- ✓ Print out at least two teacher/counselor recommendation request forms from the end of this handbook and ask for recommendations. The teacher or counselor must be an ASD employee and can access the Google form after they have signed into their ASD Google Doc account. Make sure you give plenty of time for your recommenders to submit your recommendations. **Letters of recommendation are not requested or required.**
- ✓ If your test scores or transcript are not in Zangle (Q), you will need to scan and e-mail them to the coordinator; ask your school counselor for help.
- ✓ After the application deadline, the Mentorship Coordinator may contact you to ask for additional information.
- ✓ Students who submit an on-time, complete application and could earn 10 points on the applicant evaluation matrix will be contacted for an interview.
- ✓ Students will be notified by e-mail if they are accepted into the program approximately two weeks after their interview. Those who are not accepted will also be notified.
- ✓ Students accepted into the program will be scheduled for mandatory training, and the mentorship coordinator will begin searching for mentors.

** please note, students interested in mentorships in the medical field must have proof of current immunizations, including negative TB tests before they can begin their mentorship**

Applicant Evaluation Matrix for the Gifted Mentorship Program

This matrix is for information only; the Gifted Mentorship Coordinator will complete a confidential matrix for each applicant. Applications must be complete and received by the deadline to be considered.

| | | | |
|--|--|--|--|
| <p><u>Standardized Test Score National Percentile Rank</u> PSAT, PLAN, SAT, ACT, etc. Scores must be from tests taken while student is enrolled in high school 92-94 percentile= 1 point 95-97 percentile= 2 points 98-99 percentile= 3 points</p> | | | |
| <p><u>Student Transcript- GPA (grade point average)</u> Unweighted high school cumulative GPA 3.200-3.499 GPA= 1 point w/unweighted "B" or higher in AP, IB, or Honors Courses 3.500-3.799 GPA= 2 points 3.800-4.000 GPA= 3 points</p> | | | |
| <p><u>Student Transcript-AP/IB/Honors Courses</u> Advanced Placement (AP), International Baccalaureate (IB), Honors Student must earn an unweighted "B" or higher in the course to count. 1 AP/IB/Honors Course in mentorship field= 1 point 2 AP/IB/Honors Courses in mentorship field= 2 points 3 or more AP/IB/Honors Courses in mentorship field= 3 points</p> | | | |
| <p><u>Confidential Teacher Recommendations (2 required)</u> Up to 3 points total awarded based on overall quality of teacher recommendations.</p> | | | |
| <p><u>Interview with Mentorship Coordinator</u> Students who submit an on-time, complete application and could earn 10 points on the matrix will be contacted for an interview. Up to 3 points awarded based on student's ability to communicate interests, experiences, need for the program, and schedule of availability.</p> | | | |
| <p><u>Optional: Product or Experience</u> Up to 3 points may be added by the Gifted Program Supervisor to determine eligibility in place of other qualifiers, including but not limited to: Independent studies, research projects, college courses, summer enrichment experiences, etc.</p> | | | |

Total Points: _____ (10 points minimum required to be accepted to program)

Resume

As part of your application, you are required to submit a resume; you may be asked to update your resume when the school year begins.

Your resume must be in Word or PDF format. To submit your resume, upload it to the Google form application when you apply to the program.

There are resources available for help doing your resume, Word has many templates and there are helpful websites such as:

<https://www.thebalancecareers.com/high-school-resume-template-2063264>

<https://resumecompanion.com/resume-examples/high-school-student-resume-sample/>

<https://www.princetonreview.com/college-advice/high-school-resume>

<https://www.resumecoach.com/how-to-write-a-high-school-student-resume/>

SAMPLE FORMAT

Name

School Name, Grade

Cumulative GPA

Cell Phone:

Email Address:

- Academic background - What are your major areas of study? Emphasize courses that relate to your proposed field of mentorship.
- Academic awards and honors
- Non-academic awards and honors
- Extracurricular activities
- Summer programs/enrichment experiences
- Service and volunteer activities
- Paid and unpaid work experience
- Languages
- Computer skills
- Interests, hobbies, foreign travel that relate to mentorship
- Any other information relevant to your mentorship field

Program Requirements and Timeline

In order to get the most from your mentorship experience, the following assignments are required. Use this as a checklist during your mentorship.

Career Search: One or two-page summary of researched information about the career field of your interest. Due at the Mandatory Training Session you attend. Students who fail to turn in this paper on time will not continue in the program.

Mandatory Training Session: You are required to attend. Students who show up late or miss the training will not continue in the program. A syllabus detailing point values of assignments will also be handed out.

Time: Minimum of 45 hours as directed by your mentor.

Journal: This documents your hours, but more importantly, records your impressions of your experiences. It will be shared with your coordinator on a weekly basis via Google Docs.

Interviews: Total of 3 with professionals in your field of mentorship. You will interview your mentor as part of this assignment.

Article Review: One article review from a professional journal in your proposed field of mentorship.

Photograph with your mentor: Submit via text, e-mail or Google docs. This will be shared at the reception at the end of the program. Creativity is encouraged!

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 parent(s) and your mentor to your presentation. You may also invite your school counselor.

Communication: Your coordinator will be at your school every other week to meet with students. You must communicate with your mentorship coordinator at least every other week.

Thank you: Written thank you note to your mentor. You may also give your mentor a small gift to show your appreciation.

Reception: Attend the mentorship reception at the end of the program in early April.

Grading Requirements

Student responsibility and reliability are critical for a successful experience. Your ability to 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. You are encouraged to plan accordingly. Another important trait is your ability to conduct yourself in a professional manner both at the mentorship site and at school with your coordinator. It is imperative that you keep all of your appointments with your mentor and your mentorship coordinator. Failure to do so will result in a lower grade or removal from the program and a WF on your transcript.

To earn an "A," students must complete all required assignments in a thorough and thoughtful manner and turn them in regularly. The coordinator may ask you to re-do assignments in order to maintain the highest of standards.

All mentorships, including required assignments and presentations of final projects, must be completed by April 1st.

You are encouraged to complete these requirements before Spring Break in order to focus on completing the school year.

Career Research

Although your mentorship may begin any time during the school year up until January, you will need to complete a career research paper to turn in at the training session in the fall. A career research paper finds 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 does a job in this field involve?
- ✓ 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 are there in this area?
- ✓ What colleges would be good options for this career?

Keep track of your sources; you need to list them in your paper.

Here are a few websites that might help get your research started:

www.bls.gov (Bureau of Labor Statistics)

www.bls.gov/k12 (student friendly Bureau of Labor Statistics)

www.dol.gov (Department of Labor)

www.vault.com (career site)

<http://labor.alaska.gov> (Alaska resources)

Your career research paper should be 1-2 pages (single spaced) summary of the information you discovered during your search. Do not include pictures or graphs in your paper. Please follow standard formal paper guidelines, including a bibliography of your sources. Use the following heading:

First/Last Name

School

Date

Career Researched

Share this completed paper and bibliography with the Mentorship Coordinator via Google Docs; the paper is due no later than the day of your Mandatory Training.

Placement Conference

After the mandatory training and when a mentor is found, you and a parent/guardian 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 student
Your parent or guardian
The mentor
The Mentorship Coordinator

This meeting usually takes place after school at the mentor's place of business and is based on the mentor's availability. You may be asked to re-arrange your schedule in order to attend this meeting. Spend some time researching your mentor and their place of business before this meeting to familiarize yourself with them and their company.

Make sure you bring the following with you:

- ✓ Notebook and pen- take notes, bring questions with you.
- ✓ Goals for your mentorship- typed out to give to mentor, see the handbook for more info.
- ✓ Your business card-bring more than one! Include e-mail and the best phone # to reach you. You do not need to list your home address.
- ✓ Your current calendar-using the calendar on your phone is acceptable.

Plan on arriving at least 5-10 minutes early. You may want to drive by the meeting location a few days beforehand to familiarize yourself with the area and where the best place to park might be.

Please dress appropriately; business casual is recommended. No jeans, shorts, flip flops, hoodies, baseball hats, low cut tops, short skirts or sagging pants.

Your placement conference will last about 30 minutes. Be prepared to tell your mentor what you want out of this mentorship. Be as specific as possible. The information you learned writing your career search paper will be valuable in terms of understanding what experiences might be available to you. Feel free to ask your mentor questions.

After your placement conference, send your mentor an e-mail to thank them and to confirm your first meeting.

**Your mentor is an unpaid volunteer.
Be appreciative of the time he or she is spending with you.**

Mentorship Goals

Share this document with your coordinator before your placement conference.

In order to have a meaningful mentorship experience, you must have goals for your mentorship. These help your mentor know your interests and help guide your mentorship. These goals also help you prepare for your placement conference. Take the time to research your mentor and their company/organization. Make sure that your goals align with what they do in their job.

Goals

Student Name with Mentor Name

Mentor's Place of Business/Organization

Mentorship Field

Long Term Goals: These are the same for all students, enter your mentorship field to customize for your goals sheet.

- To increase knowledge and insight into (mentorship field).
- To learn the educational requirements and opportunities for training and careers in (mentorship field).
- To communicate with the mentor and other professionals, and evaluate your future educational objectives in (mentorship field).

Short Term Goals:

Think about what you want to see, learn and do. Based on what kind of mentorship you do, the opportunities will be different. For example, students in medical mentorships will spend most of their time observing, but a student in a different field may get to do more hands-on activities.

Examples of short term goals:

1. Observe different types of physical therapy techniques.
2. Learn how physical therapists coordinate with each other to help patients.
3. Observe the different types of therapies used at the clinic, including the water treadmill.
4. Gain experience interacting with patients.
5. Attend staff meetings and training sessions as available and appropriate.
6. Observe patients as they progress through their treatment
7. Learn how a physical therapist maintains records and writes plans of treatment.

Article Review

Soon after you are placed in your mentorship, ask your mentor if he/she can loan you a professional journal or direct you to one on-line. Browse through this journal or web site and select an article 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- make sure your article is related to your mentorship, ask your mentor for help in selecting a relevant article.

Student Name, Date

Author/Title/Topic/Website

Date/Volume/Issue- Note, your article should be no more than 5 years old.

Statement: How does this article relate to your mentorship?

Summary: At least half a page single spaced, in your own words

Personal Reaction/Reflection: At least half a page single spaced

Journal

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 and summarize 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 or share pictures of concepts being introduced. A good journal is written using many of these approaches. The emphasis should be on your making it meaningful for you. Keep your journal up-to-date. Share your journal entries via Google Docs with your coordinator weekly. You may include pictures and graphs in your journals.

A sample journal entry...

Tuesday, Oct. 27 2:30-4:30pm 2.5 hours

"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."

Next meeting: Oct. 28

Note, my mentor will be out of town Nov. 5-10, I will be reading materials she gave me to study and will journal them here.

Final Journal Entry- for your final journal entry, total your hours and reflect on your goals that you started your mentorship with. Have you achieved your goals? Do you have new goals? How has this experience shaped your future plans? Do you have advice for other students considering participating in the program?

Interviews

Although the idea of interviewing three professionals may seem daunting at first, students report this is one of the most insightful and engaging activities assigned. Your first interview may be 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.

Hypothetical questions are helpful in procuring information you might not get with direct questions. For example, if you had to do it all over again, what would you change about your career preparation?

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 writing up your interview as soon as possible after each interview while you can still remember what your notes say. Include the full name and position of the person you interview.

Hint #2

Students report 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.

Hint #3

There are some topics that are considered inappropriate in an interview. Avoid questions regarding how much someone is paid, whether he or she is married or has children, and anything related to personal life. They may volunteer this information during the interview; however, you should avoid anything that might be too personal.

Hint #4

You may record your interview as long as you have permission from the person you are interviewing. You will need to transcribe the interview in order to submit it for a grade.

Recordings of interviews are not accepted.

Sample Interview Questions

Plan on asking 10-15 questions. You can make your own; these are just ideas.

1. What interested you in this field?
2. What is your favorite part of this job?
3. How much of your time is spent working per week?
4. What inspires you in your field of expertise?
5. When you started in this field, what did you hope to accomplish?
6. How did you prepare for your field prior to college?
7. How competitive is your field?
8. What is the hardest thing about your job?
9. Is there anything you would change about your job?
10. Is your job stressful? If so, how do you deal with the stress?
11. What things did you do to prepare you for your current job?
12. What is one thing you wish you had known before entering this field?
13. What is the most rewarding part of your job? Why?
14. What was the most difficult part of your post-secondary education? Why?
15. Who is your role model in your field?
16. If you made minimum wage at your job, would you still do it?
17. What college did you go to? Did you like it? Why?
18. What type of skills do you need to do well at your job?
19. Do you feel you are well paid for your job?
20. How long have you had this job?
21. What is the most important personal trait needed for this field?
22. What do you do on a typical day on the job?
23. What other careers would you consider if you could have a different job?
24. What is the best part about your job?
25. How do you feel you benefit the community?
26. Do you have any regrets from your decision to pursue this career?

Write up your interview results shortly after it's conducted and share via Google Docs with your coordinator ASAP so that you don't forget anything from the interview.

Final Project

As soon as you start 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:

Must be designed as a learning experience for you and should be useful to your mentor.

Must demonstrate advanced learning in your mentorship field.

Is unique and reflects your mentorship experience.

Must be presented to a group (including your mentor) at the mentorship site and/or at school in a relevant class or other appropriate location.

When you and your mentor determine ideas for a project, share them with your mentorship coordinator for approval and/or suggestions. An outline assignment is on the next page to help prepare you for this important, high-stakes assignment. Make sure that you practice your presentation several times before you present to the group.

Complete all assignments a week before your final project presentation, the deadline for final project presentations is April 1st

Past projects have included:

- Flip book of surgical procedures specific to an orthopedist's office
- Grant writing to obtain funding for a special summer music seminar
- Report on a specific type of scientific research
- Portfolio of art or writing
- Clothing drives for social service organizations
- Presentation on a specific medical procedure
- Analysis of oil well production
- Comparison of two types of lab procedures
- Education and training opportunities in your area of mentorship
- Research on different types of cancer treatment
- Proposal for a civil engineering project
- Analysis of a specific physical therapy treatment plan
- Creation of a unique neuropsychology assessment
- Analysis of Emergency Room statistics
- Differences between traditional education and non-traditional education
- Case study related to hospital social work

Mentorships culminate with a final project presentation. Your coordinator and mentor will help you prepare by sharing examples and ideas. You might be able to create a valuable product for your mentor, so please consult with him/her before beginning this important project.

All students should follow these guidelines to create a successful final project presentation:

- ✓ Your hours and other assignments are complete a week before you present your final project.
- ✓ You have turned in an outline for your presentation at least a week before your scheduled date and have discussed this with your coordinator.
- ✓ The presentation of your project is 10 to 15 minutes long.
- ✓ There is a visual aid that helps the audience to understand, i.e., power point, video, pictures.
- ✓ The presentation is educational and reflects the advanced learning of your mentorship.
- ✓ Your mentor and parent(s) are physically present at the presentation. If this is not possible, you must present to your mentor at your mentorship site and ask your mentor to give you written feedback, which you will share with your coordinator.
- ✓ You are poised, prompt, comfortable and prepared.
- ✓ You have invited your coordinator, mentor, and a parent to the mentorship presentation at least a week before you plan to present. Consider inviting your school counselor as well.

If all of the above requirements are met, you will receive an "A" on your presentation. If any requirements are missing, your grade will be lowered.

Students are in charge of picking the time/date/location for the mentorship presentation. Please let your coordinator know at least a week in advance of your selected presentation date. You are also responsible for inviting a parent and your mentor. You can choose to present at your mentorship site, at your school in a relevant class, at an elementary school, or another suitable location to be determined by the coordinator and mentor.

Final Project Outline

Please type and email this outline to your coordinator or share in Google Docs at least a week before your scheduled presentation. Make sure all of your hours and other assignments are completed at least a week before you present your final project.

1. Preferred presentation DATE, TIME and LOCATION/ROOM #:
2. All of my assignments are due (a week before your presentation) DATE
3. Presentation title (please be detailed):
4. Will mentor and a parent be present? Yes_____ No_____ Explanation if no:
If your mentor cannot be present, remember that you need to present to your mentor at your mentorship site and your mentor must share feedback with your coordinator in order for your final project grade to be finalized.
5. What visual aid will you be using? How is the visual aid helpful to the audience?
6. Include the following in your outline:
 - a. An introduction: You should talk briefly about your mentorship and project. Make sure you introduce your mentor, parent(s), and coordinator. Think about ways to draw students into your presentation and how you can spark their interest.
 - b. Main points with details: Make sure to explain some of the more complex terms and ideas you've learned so that students can follow along.
 - c. A conclusion that wraps up the presentation: What have you learned about your future plans through this mentorship, what are your future plans (college, etc.), share why this program might be a good opportunity for other students, etc. Consider thanking your mentor after your presentation with a note and small gift.

Remember that your presentation needs to be 10 to 15 minutes, so your outline should be at least 1 detailed single spaced page.

Practice your presentation several times before you present in front of an audience. This will help to improve your comfort level and will ensure that you are within the provided time frame.

If you need assistance or have questions, make sure you contact your coordinator more than a week in advance of your presentation.

Wrapping Up

Your final requirement is to write and deliver a meaningful thank you letter/card to your mentor and perhaps other professionals who helped you in the mentorship (i.e. interviewees, front desk staff, office managers, etc.). You can choose to write a formal thank you letter or a handwritten note on a card.

It's also nice to give a small gift to your mentor, like a coffee card, flowers, or something small and handmade. Thank you letters/cards can be given at your mentorship site, at the end of your final project presentation or at the mentor recognition ceremony at the end of the year.

The mentorship coordinator will arrange a reception in April to recognize the efforts of the mentors and the students in the program. Your presence is required at this event. An invitation will be sent to you, your family and your mentor. However, we ask that you extend a personal invitation to your mentor several days before the event.

During the reception, you will have time to visit with your mentor, and your mentor will be awarded a certificate from the Anchorage School District, recognizing you and your mentor's involvement in the program.

Helpful Tips

If you aren't early, you're late. Plan to arrive at least 5 minutes early to your meetings with your mentor.

Be aware of how people in the office dress and address each other. It's ok to be casual as long as your mentor suggests it. It's never ok to wear inappropriate clothing or to be rude.

Be prepared. Always bring your notebook and calendar so that you can make plans for your next meeting with your mentor.

Type up your journal after each session with your mentor and share with your coordinator. Don't procrastinate. Include as many details as you can, as well as your feelings and reactions to what you did and learned. Your journals should be updated weekly so that your coordinator can track your progress.

Thank your mentor after each session and confirm your next meeting before you leave. You are responsible for keeping in touch, not your mentor.

Feel free to discuss any problems or concerns you have with your coordinator as they come up. If you are not happy, learning, or being challenged, let your coordinator know. Most likely the situation can be improved.

Consider asking your mentor for a letter of recommendation when you have completed your time with him or her.

Show your enthusiasm by asking questions and providing sincere and courteous feedback.

Keep your e-mails and texts to your mentor and coordinator formal and neat. Avoid slang and texting abbreviations.

Frequently Asked Questions (FAQ)

Where do I turn in my application?

Applications are submitted on-line; students must complete the Google form on the Gifted Mentorship website: <https://www.asdk12.org/giftedmentorships>

What happens if I miss the application deadline?

There are two deadlines, 3pm on April 26th, 2019, and 3pm on September 6th, 2019. Your complete application must be received no later than Sept. 6, 2019 at 3pm in order to be considered for the 2019-20 school year. Late or incomplete applications will not be considered and deadlines will not be extended.

How long do I have to do my mentorship?

After your placement conference with your mentor, your mentorship will take 12-20 weeks to complete. Keep in mind that most professionals work M-F from 9 am-5 pm. If you cannot commit to at least 3-4 hours per week (after school hours) you need to reconsider doing a mentorship. Students who have after school commitments for part of the year can arrange to do their mentorship during specific (less busy) months if a mentor is available.

Is it possible to do a mentorship over winter or spring break?

No, most mentor's schedules do not accommodate finishing in this time frame; however, some mentors may have limited availability during these times.

What happens if I change my mind about doing a mentorship?

Once you've completed the Mandatory Gifted Mentorship Training, your commitment to the program is the same as any other class for credit. If you choose not to continue, you will receive a WF on your transcript and will be withdrawn from the course.

What if my GPA is only a 3.0, but my test scores are 95%?

It is possible that you are still eligible, depending on your teacher recommendations, coursework and past experience.

What happens if there are more applications than there are slots for a mentorship placement?

In the event there are more qualified candidates than slots in Gifted Mentorship, students will be considered in this order: Seniors who qualify who haven't participated in the program, Juniors who qualify for the program, and Seniors who successfully completed a Gifted Mentorship during their junior year.

When will I find out if I got into the program?

You will be informed by email approximately 2 weeks after your interview.

Is Gifted Mentorship an official course?

Yes. The Zangle (Q) course name is H9985 Advanced Mentorship - Credit .50 Elective

Will it show up on Zangle (Q)?

Yes, Gifted Mentorship is in Zangle (Q) through ASD iSchool, you will be able to see it in your student account under the iSchool tab.

How is it graded?

A-F, 90-100%= A, 80-89%= B, 70-79%=C, 60-69%=D, 59% or less= F. There is no pass/fail option.

Is transportation provided to and from my mentorship?

No, transportation is entirely your responsibility throughout your mentorship.

How do I communicate with my mentorship coordinator?

The mentorship coordinator will meet with you every other week at your school during lunch, you may also communicate with the coordinator by phone, text or email.

Is there a summer program?

Currently there is no summer program. However, it is possible that a successful mentorship could turn into a summer internship or job opportunity with your mentor.

What if I find my own mentor?

This is helpful for your mentorship coordinator. Your coordinator will need a name and contact information to confirm the mentor is aware of the program requirements and prepared to commit time to mentor you. Finding your own mentor is not a requirement or guarantee of acceptance into the program.

If I do not get into this program, what are some other ways to do a mentorship?

Check with your high school counselor. There are opportunities for credit through the ASD Credit By Choice program. There may also be volunteer opportunities available in your area of interest.

I'm in the Highly Gifted (HG) Program and/or participated in Gifted Programs in the past.**Does this mean I'm automatically accepted into Gifted Mentorship?**

No, students currently in the HG program or who have been in Gifted Programs are not automatically accepted or given preference. All applications are considered using the applicant evaluation matrix.

I'd like to do more than one mentorship during the school year, is this possible?

Currently, students may only complete one mentorship during a school year. However, they may continue to spend time with their mentor after they complete their requirements if the mentor approves it.

What courses should I take to prepare for a Gifted Mentorship?

Upper level coursework related to your area of mentorship is required, take advantage of the courses provided at your school in order to prepare you for this unique experience.

High School Teacher/Counselor Recommendation

Print two copies

Student: Fill out your name, area of mentorship, and deadline. Give this form to the person completing the recommendation and be sure to ask at least a week before the deadline. You need at least two recommendations from **high school** Anchorage School District teachers or counselors to be considered for the program. By asking for these recommendations, you agree to waive your right to access this information.

Letters of recommendation are not requested or required.

Teacher/Counselor: This student is applying for a mentorship with a community professional. In order to qualify for a mentorship placement, teacher and/or counselor recommendations are required. We are primarily interested in your opinion of the applicant's academic and personal qualifications for participating in a mentorship and appreciate your assistance in qualifying students for your program.

Please complete this recommendation using the Google form, use this link:
<https://tinyurl.com/gmrec1920>

You must sign into your ASD Google Doc account before accessing the link for the form to work

If you need assistance completing the on-line form, please contact Amber Jaasma, jaasma_amber@asdk12.org or (907) 742-3841. Your comments and ratings will be kept confidential.

As part of your recommendation, you will be asked about the student's honesty and integrity, intellectual ability, self-confidence, communication skills, independence, effective communication, interest and enthusiasm, ability to accept criticism, quality of work, organization, dependability, creativity and written expression.

Student Name _____

Mentorship Field _____

Deadline you are applying for: (check one) _____ April 26, 2019 or _____ September 6, 2019

Thank you for taking the time to recommend this student; your responses will be kept confidential.