

Clear Horizons Early College High School

Mentor Handbook

2011-2012

CONTACT INFORMATION FOR ISM TEACHER FACILITATOR

Course Title: Independent Study Mentorship

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Course Explanation:

A student wishing to take Independent Study Mentorship must find an adult expert in the chosen field, a practicing professional or a retired professional. The student, with the help of the mentor and the teacher-facilitator, develops a product to show learning. Each student is expected to perform at the collegiate or professional level. The collegiate or professional-level product will be evaluated by a panel of three experts at the end of the semester. Independent Study Mentorship is designed for the student to obtain hands-on experience in a chosen profession.

Independent Study Mentorship Responsibilities of the ISM Mentor

Register in the Raptor System

1. Complete Raptor system volunteer registration through information provided.
2. Volunteer hours may be logged in through the Raptor system.

Help the Student Learn

1. Spend a minimum of 3 hours a week teaching, guiding, discussing, and critiquing the student's progress on a final product.
2. Assign readings and activities.
3. Discuss the student's comprehension of readings and activities.
4. Help the student develop interim goals for learning.
5. Help the student develop a project.
6. Read the student's weekly log of activities. Sign the log sheet.
7. Periodically evaluate the student.
8. Attend and evaluate the student's final project presentation.
9. Encourage the student. Provide frequent feedback.
10. Include the student in professional seminars and other related professional activities when possible.
11. Contact the ISM teacher facilitator with questions or concerns.

Be a Role Model

12. Make sure the student wears appropriate professional dress for that workplace.
13. Advise the student concerning confidentiality.
14. Introduce the student to other professionals in the area of study when possible.
15. Share the responsibilities and rewards of the career or area of study.

Protect the Student

16. Ensure that patients, clients, or customers with whom the student has contact understand that he or she is a student, not an employee or professional.
17. Ensure that the student is not exposed to potentially dangerous machinery, hazardous chemicals, blood or other bodily fluids, or hazardous biological products such as bacterial culture without prior approval from the teacher facilitator.
18. Ensure that the student has the patient's or client's written permission before he or she takes any photograph or uses any personal information.

Independent Study Mentorship Responsibilities of the ISM Student

Show Your Learning

1. Document a minimum of 3 hours of work each week.
2. Meet with your mentor on a regular basis.
3. Submit weekly detailed logs of your work.
4. Complete an in-depth study in your area of learning.
5. Ask your mentor to help you develop interim goals and a final project.
6. Ask your mentor for readings and activities.
7. Discuss your progress with your mentor.
8. Present your final mentorship project to an invited audience and panel of graders.
9. Score 80 or higher on your final project presentation and semester average for Distinguished Achievement Program credit.

Follow the Rules of Professional Behavior

11. Be proactive. Plan ahead.
12. Be punctual and dependable. Call ahead to confirm or cancel appointments.
13. Wear appropriate professional dress for that workplace.
14. Communicate appropriately with the ISM mentor and the ISM teacher facilitator.
15. Be flexible.
16. Maintain confidentiality. Do not discuss patient or client information with anyone other than your mentor or teacher facilitator.
17. Obtain written permission before taking pictures or using information of any patients or clients.
18. Handle difficult situations in a discreet and mature manner.
19. Clearly identify yourself as a student.
20. Follow all CCISD and ISM policies.

PROJECT EXAMPLES AND GUIDELINES

* A project cannot be overview, summary, general survey, or lecture without research paper.*

* A project must demonstrate the student's professional or collegiate expertise.*

* A project must demonstrate in-depth learning. *

See Nine Weeks Mentor Evaluation of Student Progress and Final Product Presentation Evaluation.

**The following items are suggestions for students and mentors in formation of a final project.
Students are not limited to items in this list.**

Primary Research

1. Create and conduct surveys and write a formal, documented conclusion paper.
2. Conduct formal patient or client interviews and write formal, documented conclusion paper.
3. Keep a diary or personal log of observations and write formal, documented conclusion paper.
4. Analyze needs of a local town and develop a plan (example--emergency evacuation in case of a flood).

Secondary Research

1. Read and analyze several novels or nonfiction books (including analysis of possible author bias) on the subject and write a formal, documented conclusion paper with secondary criticism.
2. Read and analyze recent scientific research (including analysis of possible author bias) on the subject and write a formal, documented conclusion paper with secondary criticism.

Creation and Development

1. Create a new product for use in industry.
2. Develop a plan for a potential business, including legal requirements.
3. Build a robot, rocket, or other scientific instrument.
4. Rebuild or redecorate room or rooms.
5. Create a crime scene, with script, pictures, evidence, etc.
6. Design and build a model dream home, including sample boards for materials and legal requirements.
7. Create, sew, and model a wardrobe for special occasions.

Hypothetical Case Studies

1. Create an imaginary town or city, with a plan for selecting uses for grant money.
2. Create an imaginary town or city, with sample city council meetings and a plan to address citizen needs.
3. Create veterinary case studies (feline, canine, equine) with in-depth study of 2-3 hypothetical patients.
4. Create medical case studies (pediatric, oncology, chiropractic, cardiology, physical therapy, etc.) with in-depth study of 2-3 hypothetical patients.

Creation and Performance

1. Choreograph a series of dances (example--Classical Indian, modern, and infusion).
2. Write a script and carry it to performance.
3. Write an original sonnet sequence; follow through with a potential publisher.
4. Write a novel; follow through with a potential publisher.
5. Write and illustrate a children's book; follow through with a potential publisher.
6. Create a series of original sculptures or other artwork in a coherent theme.
7. Develop a story with computer animation.
8. Write a series of articles for local or state publications; follow through with a potential publisher.
9. Record original music on a CD.

Independent Study Mentorship

Frequently Asked Questions

What is Independent Study Mentorship?

Independent Study Mentorship is a course designed for the junior or senior student ready to study a profession in a business setting under the guidance of a business professional serving as a mentor. With the mentor and the teacher facilitator, each ISM student creates a unique plan of study. ISM is a one-semester advanced academics class, and it may be taken twice for state credit.

How is ISM different from other classes?

- ISM is an honors class that provides individualized instruction. The ISM student goes to the mentor's place of business and works with professionals.
- ISM students must produce a collegiate or professional level project.
- ISM students must present this project to a grading panel of professionals in the community.
- This course is ideal for the student wanting to learn more detail and depth in a particular area of study.

Who can be a mentor for ISM?

The ISM mentor is a community member with professional or extensive expertise in student's field of interest. The ISM mentor will assist the student's learning in the student's area of study. The mentor cannot be a relative of the student.

What are the benefits of ISM?

The ISM student explores an area of interest that may become a life time skill, passion, college major. The student acquires a high level of proficiency in the selected area. Intangible benefits include building confidence, learning what is expected in an adult business climate, and overcoming obstacles in a mature fashion.

What are the goals of ISM?

- **Exhibit** professional skills
- **Exercise** leadership skills in the area of study
- **Interface** with other professionals
- **Commit** and follow through with chosen and assigned tasks
- **Adheres** to ethical use of technology
- **Gain** an in-depth awareness of the nature of a discipline.
- **Perform** at the collegiate or professional level.
- **Complete** research in the area of study.
- **Plan, complete, and present** an in-depth project, which extends the student's knowledge and experience.
- **Learn** real-life skills that provide experiences for future successes.
- **Acquire** formal communication and presentation skills.
- **Build** confidence.
- **Utilize** opportunities to be innovative and creative.

NINE WEEKS MENTOR EVALUATION OF STUDENT PROGRESS

Independent Study Mentorship

Name of Student _____ Date of Assessment _____

Mentor _____ Student's Grade _____ / 100
(please print name)

Mentor's Signature _____

***** Discuss the evaluation with student. *****

***** Then, seal evaluation in an envelope and have student deliver to the teacher. *****

Please rate your ISM student based on the extent to which each of the following criteria has been demonstrated by circling the number that best fits your response. Please answer the questions at the end.

4 = Excellent **2 = Average** **0 = Not Observed**
3 = Above Average **1 = Poor** **NA = Does Not Apply**

Work Habits

| | | | | | | |
|--|---|---|---|---|---|----|
| A. Attendance: meets for at least one hour per week | 4 | 3 | 2 | 1 | 0 | NA |
| B. Punctuality: arrives on time; completes assignments | 4 | 3 | 2 | 1 | 0 | NA |
| C. Appearance: maintains appropriate dress and grooming | 4 | 3 | 2 | 1 | 0 | NA |
| D. Dependability: follows directions; meets commitments | 4 | 3 | 2 | 1 | 0 | NA |
| E. Attitude: has positive outlook on assignments; willing to undertake tasks without prompting | 4 | 3 | 2 | 1 | 0 | NA |
| F. Flexibility and Maturity: sets reasonable goals; responds to difficulties or unanticipated situations with calmness and maturity | 4 | 3 | 2 | 1 | 0 | NA |

Professional Skills

| | | | | | | |
|---|---|---|---|---|---|----|
| A. Listening Skills: listens to and follows directions; replies show understanding | 4 | 3 | 2 | 1 | 0 | NA |
| B. Attentiveness and Politeness: is courteous to all; is open to suggestions or modifications; handles critiquing of product appropriately | 4 | 3 | 2 | 1 | 0 | NA |
| C. Eye Contact and Confidence: meets the eye while conversing; has self-assured speaking voice | 4 | 3 | 2 | 1 | 0 | NA |
| D. Sensitivity and Discretion: works well with a variety of people; respects confidentiality; responds well in adverse circumstances | 4 | 3 | 2 | 1 | 0 | NA |
| E. Communication: shares concerns in appropriate manner; communicates ideas and goals for | 4 | 3 | 2 | 1 | 0 | NA |

improving the project in a mature fashion

4= Excellent
3= Above Average

2= Average
1= Poor

0= Not Observed
NA= Does Not Apply

Professional Skills, Cont.

| | | | | | | |
|--|---|---|---|---|---|----|
| F. Assertiveness: asserts individual ideas in a constructive manner; comes to meetings with ideas | 4 | 3 | 2 | 1 | 0 | NA |
| G. Professional: sets realistic goals; follows through; maintains professional, calm behavior | 4 | 3 | 2 | 1 | 0 | NA |

Development

| | | | | | | |
|---|---|---|---|---|---|----|
| A. Progress: shows progress on the project | 4 | 3 | 2 | 1 | 0 | NA |
| B. Application: applies himself/ herself diligently toward the final project | 4 | 3 | 2 | 1 | 0 | NA |
| C. Outside Sources: effectively incorporates research material in developing the project | 4 | 3 | 2 | 1 | 0 | NA |
| D. Focus: is attentive to details for the project | 4 | 3 | 2 | 1 | 0 | NA |
| E. Accuracy: accurately conveys information for the project | 4 | 3 | 2 | 1 | 0 | NA |
| F. Direction: student's product shows definite promise as professional quality | 4 | 3 | 2 | 1 | 0 | NA |
| G. Creative: student's project displays imaginative, expressive, productive thinking | 4 | 3 | 2 | 1 | 0 | NA |
| H. Quality: student's project reflects collegiate or professional quality for time spent | 4 | 3 | 2 | 1 | 0 | NA |

Use of Technical Skills

| | | | | | | |
|---|---|---|---|---|---|----|
| A. Extension: has stretched himself/ herself into the field; shows visible improvement in the profession | 4 | 3 | 2 | 1 | 0 | NA |
| B. Terminology: is able to use professional terminology when talking about his/ her project | 4 | 3 | 2 | 1 | 0 | NA |
| C. Technique/Knowledge: has mastered necessary Skills for the project; shows thorough grasp of subject | 4 | 3 | 2 | 1 | 0 | NA |
| D. Product: is working on a product to demonstrate learning; project is professional or collegiate quality | 4 | 3 | 2 | 1 | 0 | NA |

Mentor, please answer questions 1-4.

- | | | |
|--|-----|---------|
| 1. Has the student met with you an average of at least 3 hours a week? | Yes | No |
| 2. Has the student demonstrated quality work? | Yes | No |
| 3. Is the student's project professional or collegiate quality? | Yes | Not Yet |
| 4. What is the student's project? _____ | | |

Questions 5-8 are optional.

5. What strengths has the student demonstrated?

6. What specific improvements are needed in the student's work?

7. What can the teacher do to help?

8. Is there any additional information you want to tell the teacher?

- After you fill out this evaluation, show it to the student and discuss it with him/ her.
- Then, place evaluation in sealed envelope. The student will return this form to the teacher in a sealed envelope.

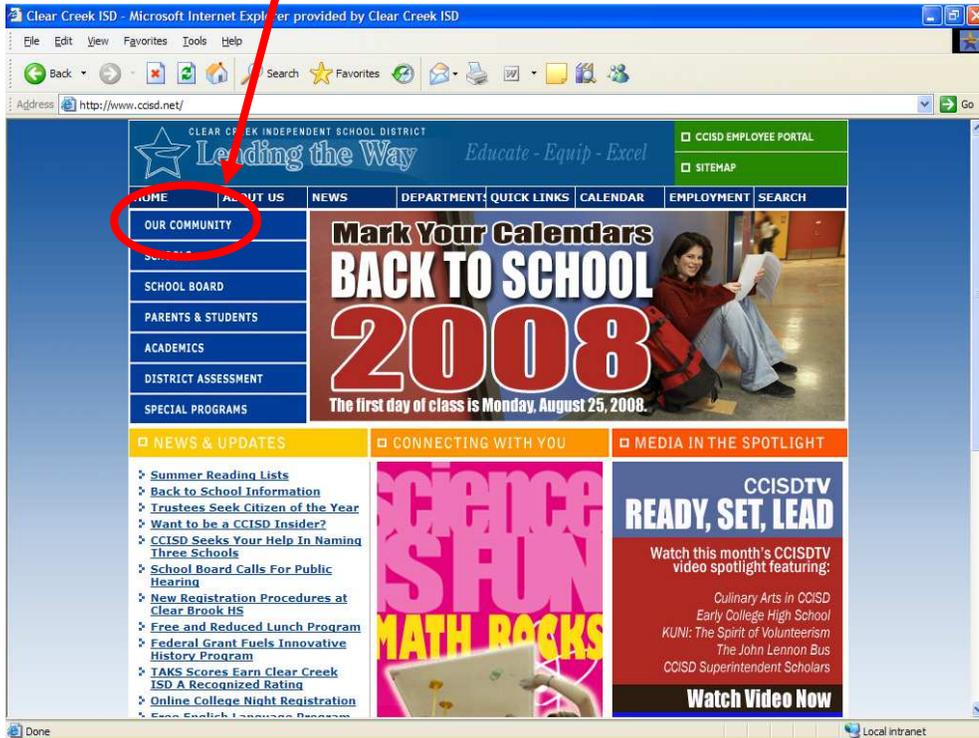
Thank you for your time. We appreciate the adults who help with our students.

Background Check for Volunteers

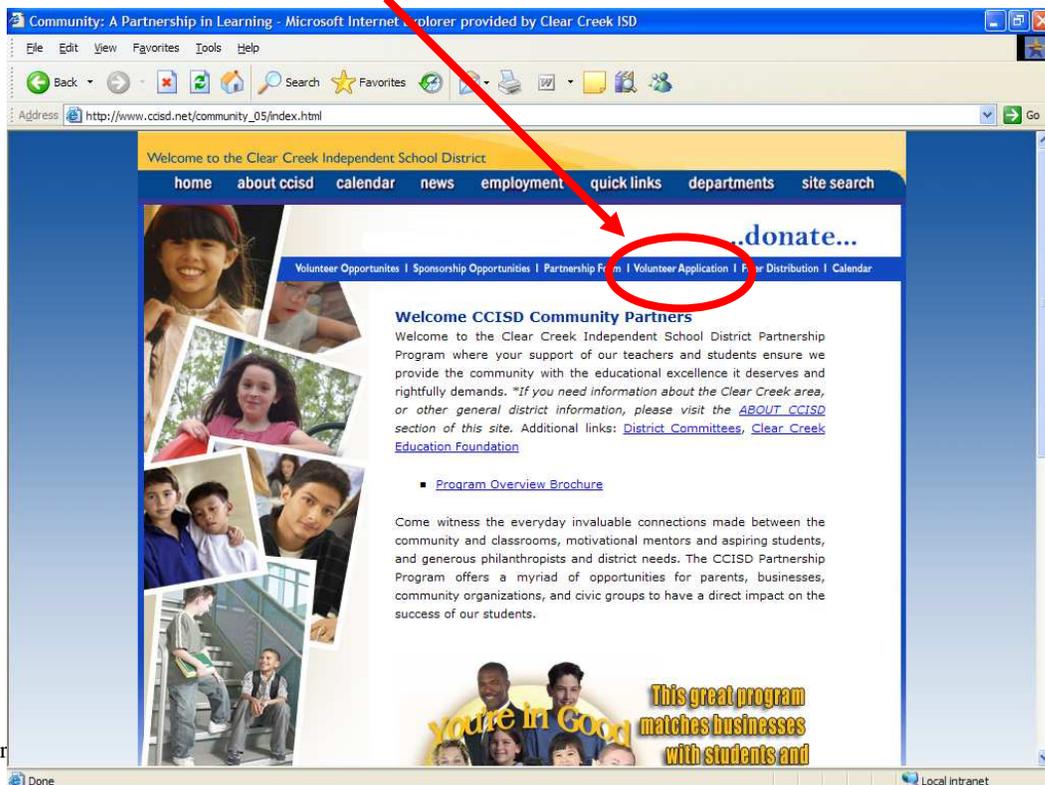
Directions for Completion

The Clear Creek Independent School District requires all adult volunteers to complete a background check before interacting with any student. The online form is simple and quick to complete.

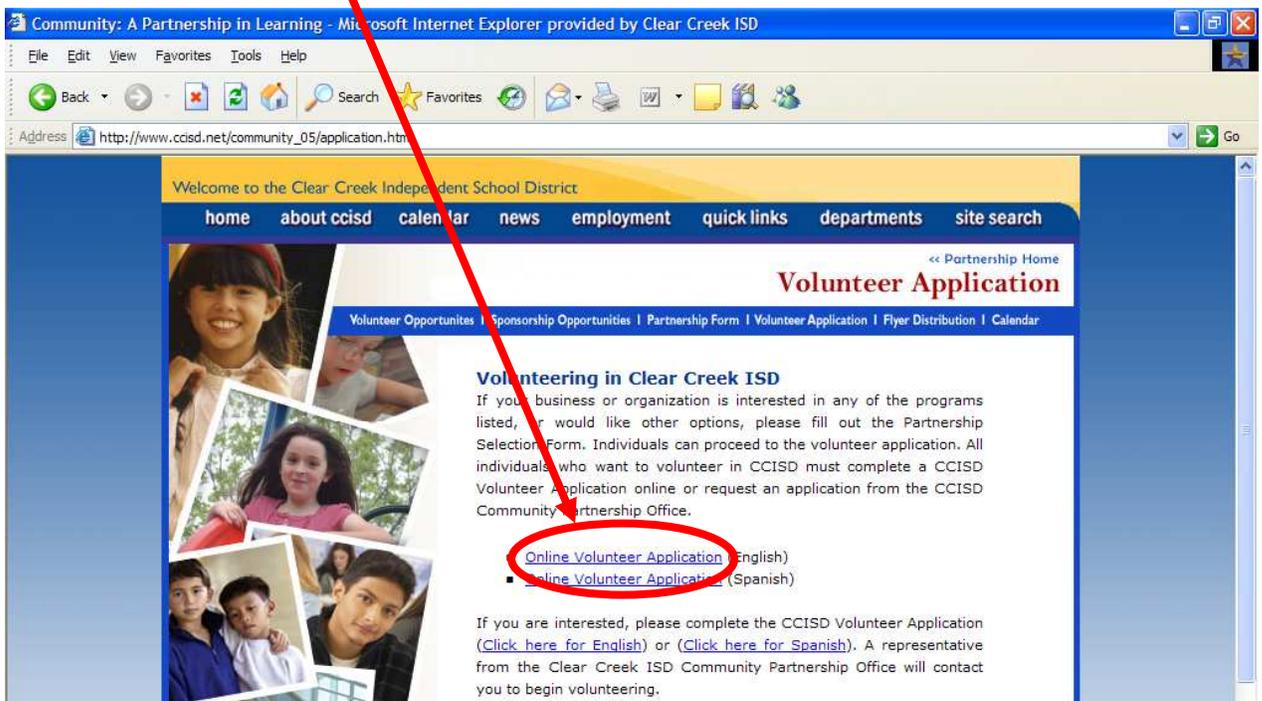
- 1) Go to www2.ccisid.net
- 2) Choose "Our Community"



- 3) Choose "Volunteer Application"



4) Choose "Online Volunteer Application"



5) Complete all fields with an asterisk "*"

6) You only need to complete the top portion, Clear Horizons High School AND the very bottom portion.

CCISD Volunteer Application - Microsoft Internet Explorer provided by Clear Creek ISD

Address: https://portal.ccisid.net/community/community_form/volunteerform.asp

I. W. & Eleanor Hyde Elementary Redgewood Elementary

Intermediate (6-8)

- Brookside Intermediate School
- Clear Lake Intermediate School
- Creekside Intermediate School
- League City Intermediate School
- Seabrook Intermediate School
- Space Center Intermediate School
- Victory Lakes Intermediate School
- Westbrook Intermediate School

High School (9-12)

- Clear Brook High School
- Clear Creek High School
- Clear Creek 9th Grade
- Clear Horizons High School
- Clear Lake 9th Grade
- Clear Lake High School
- Clear Springs High School
- Clear View High School

Disclaimer

I understand that Clear Creek ISD is not liable for any accidental injury or illness suffered by me or a third party as a result of my volunteer activities. I understand that Clear Creek ISD will not be responsible for any claims made by third parties as a result of my volunteer activities.

I understand by submitting this volunteer application I give CCISD permission to conduct a criminal background check (CBC) in accordance with CCISD's Safe and Secure School policy.

* You will receive confirmation of volunteer approval via email from support@raptorware.com. Thank you.

* Volunteer's Full Name: Date:

send comments to: webmaster@ccisid.net
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Thank you for being willing to work with one of our students at
Clear Horizons Early College High School
as an Adult Volunteer.