



Margaret Hunnicutt, CPA
President/CEO
Landings Credit Union

Dr. Kenneth R. Baca
Superintendent
TUHSD

METHODS OF MENTORING



Mentors Wanted in the Fields of:

Advanced Construction Technologies

Architectural Drafting

Automotive Technologies

Bioscience/Sustainability

Business Management and Administrative Services

Communication Media Technologies:

(Animation, Digital Photography, Film and TV,

Graphic/Web Design, and Journalism)

Computer Maintenance

Culinary Arts

Early Childhood Education

Engineering

Fashion Design & Merchandising

Interior Design & Merchandising

Law, Public Safety and Security

Sports Medicine

Technical Theater

METHODS OF MENTORING

INTERNSHIPS

Internships are a method of on-the-job training for professional careers. Interns can be high school or middle school students. Internships may be paid or unpaid and are usually understood to be temporary positions.

Generally, an internship consists of an exchange of services for experience between the student and an organization. Students can also use an internship to determine if they have an interest in a particular career, create a network of contacts, or gain school credit. Some interns find permanent, paid employment with the organizations with which they interned. This can be a significant benefit to the employer as experienced interns often need little or no training when they begin regular employment. However, employment at the completion of an internship is not guaranteed.

WHY ARE INTERNSHIPS IMPORTANT?

A high school internship with a company or organization can be a life-changing experience for a teenager, an experience that can inspire passion in school, provide motivation to pursue college and create invaluable resume advantages. Internships are:

- A method of providing job specific knowledge and insight for those positions requiring experience, judgment, discretion and “soft skills” in order to be effective
- An opportunity to shape the workforce of the future in an intentional, deliberate way that can meet the business’ strategic goals and objectives
- Structured learning for students
- Acquisition of new technical, interpersonal and/or leadership skills
- Identification of talent and development of organizational leadership
- Personal and professional growth for students and the business leader
- One-on-one opportunities to know and understand the type of career from the inside out
- Expanded relationships within a profession and/or a business

HOW TO IMPLEMENT AN INTERNSHIP/ WHAT IS EXPECTED FROM THE BUSINESS?

Internships can be unique and can last for one or two semesters. Students and business leaders can work out the best schedule suitable for both parties while still providing exposure to many mentors along the way.

INTERNSHIPS

TO SUCCESSFULLY IMPLEMENT AN INTERNSHIP PROGRAM INTO YOUR BUSINESS:

1. Write-up a job description. A high school internship job description should be shorter and more general in nature.
2. Interview – ask simple questions such as:
 - “What interested you in applying for this internship?”
 - “Why did you choose the courses you are taking now?”
 - “What are your thoughts about college?”
 - “What is the most interesting school project you’ve complete and what did you learn from the experience?”
3. Meet with the student to cover basics such as the minimum number of hours. Two days a week is typical, as the student is required to work an average of 5 hours per week. Discuss whether or not the position is a paid.
4. Schedule a series of short, weekly meetings with your staff starting a month before the internship starts from the departments that could benefit from the intern. The purpose of these meetings (which can be 15-30 minutes long) is to brainstorm on projects – listing out “important but not urgent” ideas for the intern to do. Then rank each project that “fits” with your expectations. Projects should be of value to your company– not busy work – but also a **project that doesn’t have a tight deadline**. Remember, completing the project may take twice as long for a high school student as it would for one of your employees... and that’s ok.
5. Select projects where the student will learn something new.
6. Select projects that can realistically be completed within the time frame of the internship (most likely you’ll have a wide variety of projects to choose from).
7. Select projects where supporting the student is realistic – where there can be an identified “buddy” for the intern to confer with if he/she has questions.
8. On the high school intern’s first day assign this simple project – have the intern write down 2-3 simple goals for the internship – what the student wants to get out of the experience.
9. Identify a key contact person who will coordinate with the teacher and be responsible for follow-through on establishing, supporting and maintaining the program.
10. At the end of each quarter a formal evaluation of the student’s progress from the business leader will be required.

INTERNSHIPS

WHAT IS EXPECTED FROM THE STUDENT?

The student is required to work an average of 5 hours per week to compensate for the hour of class time awarded for the internship; the actual days and times are developed between the mentor and student with the understanding that the student cannot miss school to work. The student may work at night or on weekends. Students must complete 45 hours per 9 weeks.

While interning, the student will write reaction essays about their experiences culminating with a “lessons learned” quarterly paper. At the end of each quarter, a complete hours log is required to be turned in (signed by student and mentor) and a formal mentor’s evaluation of the student’s progress. TUHSD’s goal is for the student to increase responsibility and/or work requirements each quarter. The internship should provide:

- Personal and professional growth
- One-on-one opportunities to know and understand the type of career from the inside out
- Expanded relationships within a profession and/or business
- Development of new professional and organizational contacts
- Exposure to new ideas, technologies and perspectives through the relationship with the business leaders.



TEACHER EXTERNSHIPS

Business leaders in the Science, Technology and Engineering profession may choose to invite middle school and high school teachers over the summer months to participate in a short, one, two or three-week externship. Externships bring business professionals and educators together to work to enhance awareness and understanding of the core knowledge, competencies and skills required for students to be successful in STEM-related occupations. Teachers will transfer the knowledge they learn to the classroom to enrich teaching content and strengthen student learning.

JOB SHADOWING

Job shadowing is an academically motivating activity inviting students to see firsthand the very real connection between the workplace and academic learning. The student spends the school day (or half-day) at a business or organization in a career area of interest to them. The student should have both interest and aptitude in the career being shadowed.

WHY IS JOB SHADOW IMPORTANT?

Job shadowing provides the benefits of hands-on learning in a professional environment that cannot be duplicated in the classroom. That's the premise behind job shadowing, an activity that enables a student to spend some time observing a professional on the job.

Job shadowing immerses students in the world of work, where they can get firsthand information about job skills and careers. By bringing students into the workplace, very real and tangible career options come alive for them. Job shadowing provides exciting reasons why students should stay in school. Furthermore, it creates a critical link between education and success and strengthens the relationships of local businesses to the educational curriculum of schools.

WHAT IS EXPECTED FROM THE BUSINESS?

Schools will match employers with students based on the students' career choice. The event is a school day scheduled visit (with some exceptions).

Businesses will provide employees as mentors who will be paired with students. Students will be at the business during normal business hours. Mentors can:

- Show the students what it is like to work at that business. Perhaps give them a tour of the facilities and the equipment necessary to operate the business.
- Model some of the daily tasks they are responsible for.
- Explain how safety and other factors play a role in the organization.
- Let them help answer the phone, prepare documents, move and distribute supplies, whatever the mentors would do in the course of a typical day.
- Explain the necessary skills and schooling required for that job.
- Let them sit in on meetings with you. The possibilities are endless.

Job shadowing provides businesses with an opportunity to see their own company through fresh eyes, thus making the experience rewarding. This is a perfect opportunity to participate in a community activity and showcase your organization!

CAREER EXPLORATION/SPEAKERS

Career exploration and classroom speaking presentations can include high school, middle school and elementary students. Business on-site career exploration involves a small group of students being provided the opportunity to tour the facility, meet key employees and receive career path information. These sessions are held at the business and usually last 2 – 2.5 hours.

School on-site career exploration invites business leaders into the classroom to present information about their profession to the entire class.

WHY IS CAREER EXPLORATION IMPORTANT?

Career exploration provides real-life opportunities for students to learn about fundamental business concepts while observing the workplace function. This opportunity gives students an up-close look at what a “real job” is like and how the skills they learn in school are put to use in the workplace. Career exploration and speaking presentations explain the different job duties and experience of different professionals throughout their organization.

WHAT IS THE PROCESS AND WHAT IS EXPECTED FROM THE BUSINESS?

Business leaders set up a date and time that is acceptable to both the school and the business. Career exploration can work two ways.

1. A small group of students go to the work place, receive a tour, meet key personnel and gain career path information. Schools provide transportation for students. These sessions typically last 2 – 2.5 hours.
2. A business may choose to come to the school site for a class period to speak with the class, provide an oral presentation, virtual tour of their business and/or demonstration of what the job/career entails and answer any questions student may have.



TUTORING

The purpose of the tutoring program is to motivate students to want to learn and to help them become engaged in reading, writing and math. Clear goals and objectives will be set by the schools/teachers to help the tutors be successful. These goals and objectives may address the ages or grade levels to be served, how teacher are involved, how many children will receive tutoring, how many volunteer tutors will be recruited, how schools and community groups will be involved, where tutoring will take place, and how success will be measured. Since school administrators and teachers are among the key stake-holders, they can ensure that the lessons taught support the school's approach and program design. Training may be provided as needed.

WHY IS TUTORING SO IMPORTANT?

Tutoring helps students help themselves, or assists or guides them to the point at which they become an independent learner, and thus no longer need a tutor. Tutoring is a means to create and reinforce a positive attitude. Business members have the opportunity to make a difference in the life of a student.

WHAT IS EXPECTED FROM THE BUSINESS?

Knowledge of the academic subject is an essential ingredient for a tutor, however not the most important.

"The most profound education that students can receive in tutoring is not about a specific subject but about understanding how to learn, and about their personal role in that process."

~ Annette Gourgey of Upsala College

To be truly effective, a tutor must combine content knowledge with empathy, honesty and humor.

Tutoring sessions should include a structured yet flexible format. A consistent structure helps both children and tutors to stay organized and focused on meeting individual goals. Young people feel a sense of competence from being able to predict what comes next in each tutoring session.

A flexible format allows tutors to use strategies that are tailored to address each child's learning style, skills, interests, and needs. The flexibility ensures that each child will receive individualized and developmentally appropriate support.

The length of each tutoring session should be appropriate for the ages of the students involved and reflect a variety of planned activities. Evaluations of tutoring programs have shown positive results from sessions lasting up to 60 minutes. Longer sessions do not necessarily increase a student's development.

TUTORING

A 40-minute tutoring session might include these segments:

- Opening activity and review (7 minutes)
 - Instructional Goal 1 (10 minutes)
 - Instructional Goal 2 (10 minutes)
 - Reading/Math/Writing activity (5 minutes)
 - Closing activity (5 minutes)
 - Follow-up assignment (3 minutes)
1. The opening activity and review gets the lesson started. It is an opportunity to reinforce the tutoring relationship, help the child focus attention and get ready for the session, review what took place during the previous session, and discuss the follow-up activity.
 2. Instructional goals focus on the student's needs. Usually one is related to reading and one to math or writing (depending on what subject matter the student is struggling in). Goals might come from the student's teacher. Completing several short activities helps a child feel a sense of accomplishment and success, which increases the student's motivation for learning.
 3. A reading activity allows the student to practice reading something of his or her own choice or something the tutor selected. The reading material should be at an appropriate level so the student can read it with ease. Tutors might select a book on a topic of interest to the student or introduce a new book they think the student will enjoy. Many children like to read the same book or passage again and again because it helps them feel a sense of mastery. Tutors can read aloud to non-readers. During the reading activity a student might read alone, take turns reading with the tutor, or engage in paired reading.
 4. The closing activity encourages the student to think about what he or she has learned in this session and previous ones. The activity could involve talking, writing in a journal, or making comments that the tutor writes down.
 5. Follow-up activities are a way to reinforce and build on what took place in the tutoring session. Many tutoring programs ask children to do independent reading or read with their families every day.

Tutors will communicate regularly with families and teachers to track student's progress and net educational gains. In general, tutoring sessions will not be scheduled at times when the student would otherwise be participating in the regular classroom.

NOTE: Tutoring volunteers will be required to follow the District "Volunteering at TUHSD" guidelines with a background clearance. Details can be found on the District website at www.tuhsd.k12.az.us under the "Community" tab.

OTHER WAYS TO PARTICIPATE IN TUHSD:

We believe a partnership with any business/corporation should be uniquely designed to connect the organization's desire, energy and passion directly to the students and staff. Below is a list of proposed programs and activities. We suggest the program details be customized between the program coordinators and your organization to meet the collective needs.

- **WorkBridge** - provide high school students with disabilities with an opportunity access to community work experience, career exploration, transitional and competitive employment along with support services (job coaching, transportation training, social skills training) to enable a student to develop independence.
- **Student Incentives/Motivation** - Create opportunities to motivate students and reward them for good performance.
- **Go Green/Sustainability** – assist with projects, activities, events and workshops that take place at various schools at different times of the year relating to the environment, sustainability and “going green” for teachers and/or students.
- **Faculty Support and Recognition** - Host events or make donations to help recognize teachers for their good work throughout the year
- **Speakers/presenters for classrooms** –the presentation is based on the course.
A few examples:
 - HOPE Medical Academy
 - Female Engineers/Female Architects
 - Rescue and Safety (Fire and police)
- **JAG at Tempe High School** (Jobs for Arizona Graduates)- mentor a student
- **AVID at Tempe and McClintock High Schools** (Advancement Via Individual Determination) – tutor or mentor a student, sponsor a field trip
- **International Baccalaureate (Tempe High)** – speaker, mentor/tutor, career exploration
- **Marcos Business Academy (Marcos de Niza)**-internship, career exploration, speaker
- **STEM Academy** – volunteer for after school activities, internship, career exploration, speaker
- **Summer Academies at various sites**- sponsor those in need, volunteer to assist teachers
- **Character Education (Compadre Academy)** – speakers, mentors/tutors
- **Adolescent Pregnancy and Parenting Program (Compadre Academy)**

CONTACT US

Tempe★Union

HIGH SCHOOL DISTRICT

A family of schools — A community of learning

Tempe • McClintock • Marcos de Niza • Corona del Sol
Mountain Pointe • Desert Vista • Compadre

Dianne Welling
Coordinator of Business & Community Partnerships
Phone: (480) 345-3764
E-mail: DWelling@tempeunion.org

500 West Guadalupe Rd.
Tempe, AZ 85283-3599
Phone: (480) 839-0292 • Fax: (480) 413-0685
www.tuhsd.k12.az.us

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