



CCISD Independent Study Mentorship Program
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Independent Study Mentorship Mentor Information Packet

Clear Creek ISD's ISM program is an innovative, student-centered experience that connects high school juniors and seniors with accomplished professionals for one-on-one mentorships in their chosen career field(s) of interest. ISM is one academic year including both the fall and spring semesters.

ISM students, will:

- Identify and research a career field that inspires them
- Develop professional communication and presentation skills
- Learn directly from experts through interviews and shadowing
- Build confidence, knowledge, and purpose for their post-secondary path

Mentors, serve as:

- Experts and guides, helping students gain insight into daily work and long-term goals including a major project
- Role models, sharing experiences and professional wisdom
- Advocates, encouraging the next generation of leaders in your field

Course Specifications:

- Students must obtain 1 hour of job shadowing/training a week with the mentor on-site.
- Mentors cannot be a relative, employer, instructor and the student may not receive compensation from the mentor. (Includes previous/current)

To get started, the mentor will need to complete the following 3-steps:

Step 1: Complete "Raptor" Background Check for Volunteers

Step 2: Complete the "Get My Intern" registration

Step 3: Sign the included require forms

Step 1: Complete the CCISD Raptor system volunteer registration.

To ensure the safety of our students, we require community mentors to complete a CCISD volunteer application. This application will allow the school district to conduct a criminal background check (CBC) on the mentor (you) in accordance with CCISD's Safe and Secure School Policy. The application should only take about **2 minutes** of your time to complete online.

To locate and complete the CCISD Volunteer Application, please follow these steps:

1. Go to the main CCISD District Webpage: www.ccisd.net
2. On the top menu bar, click on "**Community**", then scroll to the bottom and click, "**Volunteer & Mentor**"
3. When you get to the Volunteer Information page, click "**Here to submit application**"
4. You should now be on the **Volunteer Online Application** page

(Direct Link: <https://apps.raptortech.com/Apply/NTU4NTplbi1VUw==>)

Instructions:

- a. **Personal Information**- You will enter your (mentor, not student) name, DOB, and e-mail
- b. **School Preference**- Scroll down and under High Schools, check students' HS.
- c. **Functions**- Mark "OTHER" and then in the space provided type in "ISM Mentor".
- d. **Organizations**-Check the "CTE" box
- e. **Disclaimer**- Read and check that you understand. Type in your name, type in security code, and click **SAVE** to complete the application.

Please understand that our students cannot begin mentorship experiences with you until you have completed this application online and the information has been verified. If you should have any questions or concerns about this application or any other aspect of the ISM program, please feel free to contact your student's ISM teacher. Thank you in advance for completing this application and for volunteering to be an ISM mentor!

Step 2: Complete the CCISD "Get My Interns" Registration.

Get My Interns (GMI) is our online platform that will be utilized for tracking ISM hours and evaluations.

To register, go to www.ccisd.getmyinterns.org

- Select "Register" at the top right.
- Select "Register" under Internship Providers and complete all required fields.
- Post the job(s)* you wish to fill with a CCISD student mentee.

*Job "Title" is what the student will be doing at mentorship

If you need assistance completing this online registration, or if you have any questions, please refer to the "Contact" tab at the top left of the GMI website and email the instructor listed for the campus of the mentee.

Step 3: Complete the following forms: Mentor Information, Training Plan Form Agreement and Mentor ISM Agreement. (Next page)

Mentor Information

Thank you for participating in our Independent Study Mentorship Program. Please complete the following mentor information page:

First Name: _____

Last Name: _____

Phone #: _____

Email: _____

Industry: _____

Company: _____

Job Title: _____

Address: _____

Student will return the completed Mentor Information Sheet, Mentor ISM Agreement and the completed Training Plan Agreement to their ISM Instructor.
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Mentor ISM Agreement

About the ISM Program

The Independent Study Mentorship (ISM) program is designed for junior and senior students who are ready to explore a professional career field in a real-world business setting. Under the guidance of a mentor and teacher facilitator, each ISM student will create a customized plan of study. Students will visit the mentor's workplace and engage in hands-on learning with the support and supervision of their mentor.

Mentor Responsibilities

As an ISM mentor, you play a critical role in helping students gain professional experience. Mentors must have professional expertise in the student's chosen field of study. Please note:

- Mentors cannot be related to the student.
- Students may not receive monetary compensation for their time.

Your responsibilities include three main areas:

1. Help the Student Learn

- Spend a minimum of 1 hour per week teaching, guiding, and discussing the student's progress on their final product.
- Assist the student in developing interim learning goals.
- Help the student design and execute a meaningful project.
- Review and sign the student's weekly log of activities.
- Complete two presentation evaluations on the student's work.
- Provide encouragement, feedback, and professional insight throughout the mentorship.
- When possible, include the student in professional seminars or related activities.
- (Optional) Assign relevant readings or activities and discuss comprehension with the student.
- Communicate any questions or concerns to the ISM teacher facilitator.

2. Be a Role Model

- Ensure the student wears appropriate professional dress for the workplace.
- Teach and reinforce the importance of confidentiality.
- Introduce the student to other professionals in the field when possible.
- Share insights into the responsibilities and rewards of the career.

3. Protect the Student

- Ensure patients, clients, or customers understand that the student is a learner, not an employee or professional.
- Prevent the student from exposure to dangerous machinery, hazardous chemicals, blood or bodily fluids, or other biological hazards without prior approval from the teacher facilitator.
- Obtain written permission from patients or clients before allowing the student to take photographs or use personal information.

Signature Agreement

By signing below, I acknowledge that I have read and understand the expectations outlined above. I agree to fulfill my role as a mentor and to communicate with the ISM teacher facilitator regarding any concerns that may arise.

Mentor Signature: _____

Date: _____

Training Plan Agreement

Student _____ Grade _____ Age _____

School District CCISD Campus Name _____

Career Cluster _____ Business Name _____

Program of Study _____ CTE Course Title _____

Time Class Meets _____ Course Code _____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

In addition to providing practical instruction, the work-based learning instruction the student receives can be paid or unpaid.

Please check one:

☒ Unpaid work-based instruction

OR

☐ Paid work-based instruction. The training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be \$_____ per _____ for _____ hours per school week.
2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the _____ day of _____, 20____, and extends through _____, _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards

Administration and the Wage and Hour Division: Yes _____ No x _____

If yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at www.dol.gov/whd.

It is the policy of Clear Creek Independent School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and to ensure equal access to all youth groups. For information about your rights or grievance procedures, contact CCISD Policy and Legal Affairs Office at 281.284.0013.

_____ (Student)	_____ Date	Signature Approvals	_____ (Training Sponsor)	_____ Date
_____ (Parent or Guardian)	_____ Date		_____ (CTE Teacher)	_____ Date

Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.

Description of Specific and Related Occupational Training

The occupational essential knowledge and skills listed below are provided as a convenience to promote quality standards in work-based training. Additional space is available to add specific training opportunities not otherwise identified as essential knowledge and skills. NOTE: Occupational training objectives having no state adopted essential knowledge and skills will require the training plans to be individually developed.

Student Job Title		Description of Job duties		
Student Mentee		• Observation/Job Shadowing • Meet with mentor on a regular basis • Submit Weekly Activity Logs of Work/Mentorship Hours • Maintain a Weekly Journal Entry detailing mentorship experiences • Complete in-depth study/research in area of learning • Seek help of mentor in developing goals and a final product • Discuss progress with mentor		
Essential Knowledge and Skills for Training Objective		Work-Based Instruction	IndividualC lass Study	Specific Related Study Assignments
(1) The student applies mathematics, science, English language arts, and social studies in independent study. The student is expected to:				
(A) select an original independent study project for personal enrichment and professional development;		X	X	Goal Setting
(B) use reading and research skills to investigate self-selected topics and compile a research portfolio;			X	Research Articles
(C) collaborate with an interdisciplinary team to develop a project;		X		Meetings with professionals
(D) identify community, state, national, or international issues to select a project;		X	X	Goal Setting
(E) conduct a project under the supervision of a mentor;		X		Documented on weekly log sheets
(F) use scientific methods of investigation;		X	X	Final Portfolio & Research Articles
(G) apply statistical concepts to analyze data, evaluate results, and draw conclusions;			X	Final Portfolio
(H) compare and contrast findings in a coherent and organized manner; and		X	X	Final Portfolio
(I) present the independent research project to an appropriate audience of experts in the field using a variety of technologies.		X	X	Midterm & Final presentations
(2) The student uses verbal and nonverbal communication skills. The student is expected to:				
(A) listen actively and effectively in group discussions;		X	X	Class Meetings Mentor Meetings Interviews w/ experts
(B) use a variety of resources to access, process, and collect data relevant to the project; and			X	Research Articles
(C) document the time and cost to accomplish the project goal.			X	Goal Setting
(3) The student demonstrates professional ethical behavior standards and legal responsibilities. The student is expected to:				
(A) analyze ethical challenges posed by factors such as cost containment, new and emerging technologies, and allocation of limited resources; and		X	X	Final Portfolio & Research Articles
(B) review legal issues related to the research project.		X	X	Final Portfolio & Research Articles
(4) The student designs and develops a research project related to their career interests. The student is expected to:				
(A) identify processes to be used in the independent research project; and			X	Goal Setting
(B) use resources to complete a project.		X	X	Interviews w/ experts Research Articles
(5) The student uses technology needed to complete a research project. The student is expected to:				
(A) use search engines, databases, and other digital electronic tools effectively to locate information;			X	Research Articles
(B) evaluate quality, accuracy, completeness, reliability, and currency of information from any source;			X	Research Articles
(C) prepare, organize, and present independent research, mentor experiences, and processes;			X	Research Articles
(D) accept constructive criticism and revise personal views when valid evidence warrants; and		X	X	Evaluations from Mentor/Evaluators/Teacher
(E) prepare and present scientific/technical information in appropriate formats to a panel of experts in the field of the research project.			X	Final Presentations
(6) The student evaluates the original research project. The student is expected to:				
(A) create weekly progress reports that address time management and goal setting;			X	Weekly Log Sheets
(B) meet periodically with the teacher for conferences about progress, concerns, successes, and needs;			X	Weekly Log Sheets
(C) conduct self-evaluations of speech presentations;			X	End of 9 weeks self evaluation paper & End of semester evaluation paper
(D) compose written reflections regarding strengths and weaknesses as well as areas of growth;			X	End of semester self evaluation paper
(E) analyze the feedback from the panel of experts; and			X	End of semester self evaluation paper
(F) submit project results and analysis to mentors and experts.			X	Final Presentation & Final Portfolio
Advanced Occupationally Specific Knowledge and Skills		Work-Based Instruction	IndividualC lass Study	Specific Related Study Assignments
Students will design a research project, develop a product, and produce a final presentation at the conclusion of the semester that demonstrates professional, collegiate-level work.		X	X	Final Project Presentation (Final Exam Grade)