



# MENTOR HANDBOOK

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# MENTOR HANDBOOK

1. MENTORS CHANGE STUDENT LIVES
2. WHY an LTI?
3. SCHOOL PHILOSOPHY and STRUCTURE
4. QUALITIES and ROLE of a MENTOR
  - COMMUNICATION
  - COLLABORATION
  - ORGANIZATION
  - TIPS FOR MENTORS
5. THE 5 “A”S OF A GOOD PROJECT
6. MENTOR MEETINGS
  - INTERNSHIP SET UP
  - PROJECT SET UP
  - MONTHLY ADVISOR MEETINGS
  - STUDENT EXHIBITION
  - LTI EXIT MEETING
7. BIG PICTURE LEARNING GOALS
8. 21<sup>st</sup> CENTURY SKILLS
9. COMMON QUESTIONS
  - DRESS
  - INSURANCE
  - TRANSPORTATION
  - TIME ON TASK
10. GLOSSARY OF TERMS AT BIG PICTURE
11. EXAMPLE LTI INTERNSHIPS
12. RESOURCES FOR MENTORS at an EXHIBITION
13. FORMS AND TOOLS
  - LTI OFF CAMPUS PERMISSION FORM
  - LTI OFF CAMPUS ATTENDANCE FORM
  - PROJECT PROPOSAL DESCRIPTION
  - PROJECT RUBRICS
  - PROJECT TIMELINE / TASK LIST
  - MENTOR / STUDENT PROJECT AGREEMENT
  - SELF-REFLECTION ON PROJECT WORK

## Mentors Change Student Lives

At Big Picture Schools we believe that education is everyone's business. Learning opportunities are everywhere, not just inside classrooms.

Research tells us that we learn best when we're personally motivated, we have a passion for what we are doing, and knowledge unfolds and evolves naturally.

A mentor gives each student the opportunity to learn from an adult with a similar interest. The focus on real work in professional settings gives the student's learning context and depth.

Through genuine relationships, mentors teach a work ethic and model what it means to be an adult member of our community.

Thank you from the Bellevue Big Picture staff and students for being a change agent in the lives of future architects, artists, chemists, zoologists, and public figures, just to name a few!



## Why LTI Internships?

The primary purpose of Learning Through Interests (LTI) Internships at Bellevue Big Picture School is to build knowledge, understanding and skills in the context of authentic work. By making the learning process real, students are encouraged to take responsibility for their own learning and become inspired life-long learners.

### Mentors

**Each student has a mentor in the community who shares the student's interest. The mentor guides and coaches the student intern at the work site, while the student receives additional project support from the advisor back at school. The student is expected to contribute a substantial work of real consequence to the LTI site. The mentor becomes a part of the student's learning team.**

## How do LTI Internships work?

### Interest Exploration and Internship Search

In order to pursue their passions, students must find out what they are passionate about. As part of advisory, students will begin to explore their interests. Exposure to new ideas, places, cultures and information is a part of the school experience. Students contact potential mentors after a rigorous investigation of their own passions.

### LTI Set-up

Before each LTI is set up, the potential mentor goes through a BSD "VIBES" background check to ensure that mentor sites are approved for student placement. The potential mentor then meets with the advisor and the LTI Coordinator to plan the scope of the internship, and to ensure a safe environment and a meaningful placement for the student.

### LTI Visits

Throughout the internship, the advisor regularly communicates with the mentor via e-mail, phone, and site visits to monitor and assess the student's progress. Together they plan authentic challenging projects, which become part of the student's Learning Plan. *The best LTI projects occur when both the student and mentor are helped by the work and the student produces a tangible "leave behind" for the site to use after the student has left the internship.*

***The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.*** -John Lubbock

# School Philosophy and Structure

## **Pursuing Passions**

We believe that students learn best when they are doing something that they are passionate about in the real world. Students are encouraged to explore their interests.

## **Learning Through Interests (LTI) Internships**

One of the basic structures of Big Picture schools is that students spend one day a week at an internship site. By Learning Through Interests (LTI), students will learn math, science, reading, writing and many more skills that they cannot learn in a classroom. While LTIs are not meant to help students pick out a particular career, students *will* learn the skills needed to go on to college and beyond.

## **Personalized Learning**

Each student has an individual Learning Plan and Internship Project. The advisory team (student, parent, mentor and advisor) works together to create a challenging and exciting plan. LTI Learning Plan meetings will be held toward the beginning of each internship cycle to design individual and authentic projects that help students achieve their vision and goals. Each internship typically lasts for between 10-15 weeks to start and complete a project yet may last longer based on conversation between the mentor, student, and advisor.

## **Exhibitions**

Students present their work and learning at the end of each semester. Students, parents, mentor, advisor, peers, and others come to experience, reflect on, and evaluate process and products. Students create visuals, agendas, and professional presentations to highlight their internship projects.

## **Assessment**

Students are expected to work toward the goals they've set, and reflect on their work and learning. Through this process of planning, doing and reflecting, students discover how to take responsibility for their own learning. Rubrics guide the evaluation of both the exhibition presentation as well as the project outcomes.

## **Advisory**

Each student is part of a 24-26 person advisory group. Their advisor knows them well and helps them build a strong community while working on the goals in their individual Learning Plans. Advisors will be in close communication with the mentor via e-mail, phone, and advisor site visits to check in with both the student and the mentor. The advisory will stay together for 2-4 years and will go on trips together, debate issues, do community service, critique each other's work, plan school activities, and more.

### **Enrolling Families**

Families play an important role in a student's education. From helping the student plan his or her Learning Plan to participating in events, parents are an integral part of our community.

### **Journal / Notebook Writing**

Each student writes in a learning journal at the end of the week to reflect on the internship experience. This is a way for the student to reflect on life and learning as well as communicate with the advisors about their internship experience. Advisors read and respond to most journal entries each week.

### **Organization, Self-Motivation and Time Management**

These are probably three of the most important keys to success. At Big Picture schools, students must learn to organize themselves, motivate themselves and follow the project timelines they've created. The Planner is an organizational tool that students use to structure their day and project work.

***Anyone can count  
the seeds in an apple;  
no one can count  
the apples in a seed.***

~Anonymous



# Qualities of a Good Mentor

A mentor:

- **Wants to make a difference.**
- **Expects the intern to contribute to the workplace.**
- **Has high expectations of the intern.**
- **Offers challenging ideas.**
- **Holds the student accountable.**
- **Teaches by example.**
- **Trusts the student intern.**
- **Inspires and offers encouragement.**
- **Engages the student intern.**
- **Shares passions.**
- **Knows the student well.**
- **Is patient**





# The Role of the Mentor

Each mentor should demonstrate a commitment to the student's personal growth and workplace learning. Important responsibilities of a mentor are:

## **Attendance:**

- Students will ask mentors to sign an attendance verification every week in order to get credit for their work at the site. It is important to note the time the student's actual site-attendance clearly. Advisors review attendance forms every week.

## **Communication**

- Call the advisor at the school or the school office if a student is late or absent.
- Schedule regular times to meet with the student intern.
- Have regular phone or e-mail contact with the advisor.
- Meet regularly with the advisor at the workplace.
- Contact the advisor whenever there is a question.

## **Collaboration**

- Work with the advisor to plan meaningful work for your intern.
- Identify common interests with your intern.
- Follow through with plans.
- Attend your intern's exhibitions (they can be held at the workplace).
- Attend group events for mentors.

## **Organization**

- Plan a work schedule with the teacher/advisor and the student intern.
- Identify workplace resources.
- Help your intern schedule his or her time daily, weekly, and by project.
- Share your own time management skills and tools.
- Encourage student intern to use their journal for thought and reflection.

## **Tips for Mentors:**

- Plan for when you are busy, late or not available.
- Have a project the student intern can always work on.
- Establish a place to leave instructions.
- Identify another person for the student intern to go to for help and direction.
- Phone the student intern at home and call the school's office if unavailable on LTI day.
- Call the school if the student intern does not arrive within a half hour of the scheduled time.
- Put the attendance sheet in a convenient location for easy use.

# Overview of Advisor-Mentor Meetings

## **LTI Set-up Meeting**

The first step is for the advisor and student to meet to set-up the LTI. During this meeting you decide the hours of the internship and other specifics. You also set a time to meet about two weeks later for a project set-up meeting.

## **Project Set-up Meeting**

Next, the advisor, student and mentor have a project set-up meeting. You can use the project development tool (see following pages) to help think about possible projects with your intern. This meeting determines what important project your intern will be working on. Your intern will create a project proposal based on this meeting and give you a copy.

## **Advisor Meeting**

The advisor and the LTI Internship Coordinator will schedule times to come and visit you and your intern at the LTI site during the day. Usually, advisor meetings take place toward the beginning and middle of the internship which allow the advisor to check in on the status of the student's project and know what work needs support back at school. If issues come up in between meetings, please don't hesitate to call the advisor and/or the coordinator. The advisor's job is to facilitate the LTI experience for you and your intern. The LTI Internship Coordinator may meet with the Mentor to check in and provide support throughout the LTI experience, either with or without the student and/or advisor present.

## **Student Exhibition**

Each Semester, you will be invited to the student's exhibition. During this exhibition, the student will present evidence for all their work, especially their LTI project. You will play an important role in evaluating the student's work and learning because you have expertise in the field. These exhibitions often happen at school, but can be arranged to take place at the LTI if necessary. Please let the advisor know how to best accommodate your schedule. Often, the student's exhibition will occur in the middle of a project. If so, the student continues the internship, presenting their progress each quarter as well as at the end of the project.

### **Integrating Learning through Projects**

Often students will need to learn new skills in order to complete their LTI project. To do this they work with their advisor or other knowledgeable adults back at school. Math skills, new computer programs or research can all be done back at school with help from an advisor or other resource.

### **Integrating the Learning Standards**

Through LTI Projects, students are able to identify specific Learning Standards in all curriculum areas where they will be conducting targeted learning. Project work will be designed to show authentic growth in academic areas as guided by the mentor and the advisor.

***Education is not the filling of a pail,  
but the lighting of a fire.***

William Butler Yeats



# Five A's of Designing Great Projects

These questions will help design projects that would be best suited to a student's experience and developed with the student, advisor, and mentor together.

## Authenticity

- Does the project emanate from a problem or question that has meaning to the student?
- Is it a problem or question that might be tackled by an adult at work or in the community?
- Do students create or produce something that has personal or social value?

## Academic Rigor

- Does the project lead students to acquire and apply knowledge central to one or more learning goal areas?
- Does it challenge students to use methods of inquiry central to one or more disciplines (e.g., to think like a scientist)?
- Do students develop higher order thinking skills (searching for evidence, taking different perspectives, etc.)?

## Active Exploration

- Do students spend significant amounts of time doing field-based work?
- Does the project require students to engage in real investigation, using a variety of methods, media, and sources?
- Are students expected to communicate what they are learning through presentations?
- Does the work require students to develop organizational and self-management skills?

## Adult Connections

- Do students have opportunities to meet and observe adults with relevant expertise and experience?
- Does the work of adults become more visible to students?
- Do adults from outside the classroom help students develop a sense of the real-world standards for this type of work?

## Assessment Practices

- Do students have opportunities to review models of similar work products?
- Are there clear milestones or products at the completion of each distinct phase of the work, culminating in an exhibition, portfolio, or presentation?
- Do students receive timely feedback on their works in progress and engage in periodic, structured self-assessment using clear project criteria that they have helped to set?

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## Exit Meeting

The end of the internship is determined by the mentor, student and advisor. It may be the end of a project, the end of the year, or at another time agreed upon by the group. Most LTIs are a minimum of 10-12 weeks so the student can contribute a project of value to the internship before they leave. Before the LTI ends, the advisor comes in for an exit meeting. Before this meeting, the mentor fills out an evaluation of the student's performance for the student's portfolio. The group then discusses the LTI experience offering the student feedback to help them in their next LTI. Often, the mentor will write a letter of recommendation for a student's portfolio.

# BIG PICTURE LEARNING GOALS

The Learning Goals address 5 specific areas that help guide rigor and relevance in student work.

## Communication:

“How do I take in and express ideas?”

This goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

### Questions used to develop a student’s project:

How can I write about it?	What can I read about it?
What is the main idea I want to get across?	How can I speak about it?
Who is my audience?	How can I express it creatively?

## Empirical Reasoning:

“How do I prove it?”

This goal is to *think* like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

### Questions used to develop a student’s project:

What idea do I want to test?	How can I test it?
What has other research shown?	How will I collect the information?
What is my hypothesis?	How good is my information?

## Personal Qualities:

“What do I bring to this process?”

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

### Questions used to develop a student’s project:

How can I demonstrate respect?	How can I better manage my time?
How can I persevere at this?	How can I take on more of a leadership role?
How can I better organize my work?	How can I enhance my community?

**Quantitative Reasoning:**

“How do I measure, compare or represent it?”

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

**Questions used to develop a student’s project:**

How can I measure its shape or structure?	How can I use data to evaluate my hypothesis?
Can I estimate this quantity?	What trends do I see?
What predictions can I make?	How does it change over time?

**Social Reasoning:**

“What are other people’s perspectives on this?”

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

**Questions used to develop a student’s project:**

How do diverse communities view this?	Who benefits / who is harmed by this issue?
Who cares about this?	What social systems are in place around this?
To whom is it important?	What are the ethical questions behind this?

***A mentor is simply someone who helps somebody else learn something the learner would otherwise have learned less well, more slowly, or not at all.***

-Chris Bell



# 21<sup>st</sup> Century Skills Standards

21<sup>st</sup> Century Skills address six specific areas that help guide skill building and project development in technology and real-world experience.

## 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes.

## 2. Communication and Collaboration

Students communicate and work collaboratively to support individual learning and contribute to the learning of others.

## 3. Research and Information Fluency

Students gather, evaluate, and use information.

## 4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and other resources.

## 5. Technology and Digital Citizenship

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students also understand social and legal issues related to technology.

## 6. Life and Career Skills

Students navigate the complex life and work environments in the globally competitive information age. Students pay rigorous attention to developing adequate life and career skills.





## Common Questions

### Dress

Each internship requires appropriate clothing. Even in the course of one internship, different dress is suitable for different aspects of the work. The mentor should explain the dress expectations to the intern.

### Insurance

The Bellevue School District carries insurance that covers students at LTI Internship sites. Copies of the school insurance policy are available from the school office. You will receive and sign a district approved Hold Harmless Agreement at or before the time of your LTI Internship Set-up Meeting.

### Transportation

It is the responsibility of the intern to get to and from the work place. Arrangements are made for each situation. Current district policy does not allow for students to ride in a mentor's car for any reason.

### Time on Task

The internship day is seven (7) hours, which includes time for lunch and breaks as defined at the internship site. The structure of the daily schedule at the internship site may look different than the daily schedule at the school.

### Questions?

**Please feel free to call the school and the LTI Internship Coordinator through the school's main phone number during school hours (7:15-3:30).** You will also get the contact information of your student's advisor and are welcome to contact the advisor as necessary.

***Education is the ability  
to meet life's situations.***

- John Hibben



# Glossary of Terms Used at Big Picture Schools

## **Advisor**

Groups of students are led by a teacher who is referred to as the advisor. The advisor is the facilitator of each student's learning plan and LTI. Every advisor is a certified high school teacher. The advisor has primary responsibility for each student's progress in his or her advisory but also teams with other advisors.

## **Advisory**

Each student is part of an advisory group. This is the student's "home base" at the school. Each advisory is comprised of approximately 24-26 students, at all high school grade levels. This group stays together with the same advisor for 2-4 years.

## **Big Picture Learning Goals**

The five general learning goals provide a framework for thinking about project depth and student learning. Expectations of Big Picture school graduates are focused around these five main areas: Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, and Personal Qualities. Each area has detailed reasoning abilities associated with it. The Learning Goals are the guideposts for all real world project work conducted by students.

## **Exhibition**

Big Picture schools schedule exhibitions of work on a quarterly basis. Each exhibition within a school year has requirements based on the student's grade level and the status of the individual student's project work. It is through this exhibition of work that the student demonstrates his or her accountability for all facets of the Learning Plan. Exhibitions are presented to a panel of parent(s), student(s), advisor(s), mentor and others who provide specific feedback.

## **Intern**

A student from a Big Picture school who has an LTI Internship in the community.

## **Learning Plan**

Each student has a personal vision, goals, and action that is delineated in his or her Learning Plan. This incorporates the student's interests and passions and connects them, through project work, to the Big Picture Learning Goals. The student and advisor develop the Learning Plan in conjunction with the parent or guardian and, when appropriate, the student's mentor. The Plan is updated on a regular basis as the student develops skills through varied experiences and project work.

## **Learning Team**

This group is made up of the advisor, mentor, parent/guardian and student. The team works together to contribute to, and monitor, the student's learning plan.

### **LTI Internship — Learning Through Interests Internship**

Based on the Big Picture philosophy and pedagogy, each student learns through pursuing his or her own interests and passions. The LTI is a major vehicle for that pursuit. By establishing an intern / mentor relationship with an adult in the community who has the same interest or passion and who works in that area, the student has the opportunity to build skills and knowledge that is relevant and real. The student's advisor assists the intern and mentor in developing project work and supports that work through skills development back at school.

**LTI Project** The authentic project a student does at the LTI site, including the product and associated research, investigation and reflection on the project. This work should be important to the internship site and directly connect to the student's Learning Plan.

### **LTI Mentor**

The adult guide at the workplace who becomes a part of the student's learning team.

### **Mentor Assessment**

At the end of each LTI, mentors are asked to assess the intern's LTI experience and performance. The mentor, advisor and student review the completed form together, which helps the student better understand their work and prepare for his or her next LTI. The forms are included in the mentor guide. Excerpts may be used in the advisor's narrative.

### **Reflection**

The process of contemplating, assessing, evaluating, and planning that is necessary to learn from the past to affect change and growth in the future.

**Shadow Days** In the search for the appropriate LTI site and mentor, Big Picture students take part in one or more Shadow Days, which are one-day experiences at a site of interest to the student. The student follows a potential mentor in the regular course of his or her work. Students are guided through a process of Informational Interviews to select their Shadow Day sites. The advisor in collaboration with the host site sets up the Shadow Day.



## Example LTIs

Representative List of LTI Internship site partners with The Bellevue Big Picture School:

Animal Hospital of Newport Hills  
Bellevue College  
Bellevue Schools Foundation  
Big Brains Education Enrichment  
Boeing Museum of Flight  
Cat & Dog Clinic  
Code Fellows  
Comprehensive Medical Center  
Construx  
Crunch Fitness  
DA International  
Eastgate Elementary  
Foundry 10  
Greenbaum Furniture  
Hope Clinic  
Jing Mei Elementary School  
Jubilee REACH  
King Co Tobacco Prevention  
Kirkland Performance Center  
KPFF Consulting Engineers  
Lucky Scooters  
Microsoft  
Moore Theatre  
Move Free Academy  
Museum of Flight Everett  
Newport Heights Elementary School  
Overlake Hospital  
Parent Teen Mediation  
Petrenko Law  
Rabbit Meadows  
Riverdog Canine Coaching

Rugby School  
Lake Sammamish Ranger Station  
Seattle Humane Society  
Seattle Young People's Project  
Sellen Construction  
Service Board  
SIFF  
Suginoko School  
The Wide Format Company  
Tillicum Middle School  
TOPS Elementary  
Trout Unlimited  
Village Theatre  
Wallace Properties  
Wellness Spine Clinic  
Woodridge Elementary  
YMCA



# Resources for Mentors at an Exhibition

## Ten Possible Questions to Ask an Intern at an Exhibition

1. What are you most proud of this term?
2. What have you learned most about?
3. What was the most challenging part of this term?
4. How could you have gone deeper with your work to achieve your vision/goals?
5. How was your work connected to your interests?
6. How have you worked with your mentor? How have other adults been resources?
7. Describe a day at your internship.
8. Describe the role you play at the school and how does this connect to your internship?
9. What did you think of this exhibition? How did it compare to your previous exhibitions?
10. What are some ways this internship informs your work next term?

## What Makes a Great Exhibition

A well prepared student presentation may include:

- Note cards and Thank You Cards
- Agenda
- Visuals
- Eye contact
- Speaking clearly
- A packet for panelists (including Learning Plan, agenda, feedback form and sample work)
- Evidence of LTI Project and Learning Plan work (shown organized in the student's portfolio)
- Evidence of the process the student went through (drafts, journal entries, meeting notes)
- Creative activities that involve the panelists
- Honest self-reflection (discussion of growth and struggles throughout the quarter)
- Evidence of improvement (depth of learning, excitement about projects, more responsibility for his or her own learning)

## MENTOR and STUDENT Forms

LTI Off-Campus Permission Form  
LTI Off-Campus Attendance Form  
Project Development Template  
Mentor / Intern Project Agreement  
Project Proposal Description  
Project Implementation Plan  
Project Rubrics – Advisor  
Project Rubrics – Mentor  
Self-Reflection on Project Work



Form due on **WEDNESDAY AFTERNOON BEFORE 1:00** of each week to **ATTENDANCE**

Student Name	
Advisor Name	
Date of Visit	
Time of Visit	From: _____ To: _____
Mode of Transportation	

## LTI OFF-CAMPUS PERMISSION FORM

This form is notification of and permission for off-campus activity

- |   |  |
|---|--|
| <input type="checkbox"/> Informational Interview<br><input type="checkbox"/> Shadow Day | <input type="checkbox"/> General Site Visit<br><input type="checkbox"/> Approved Conference or Event |
|---|--|

Name of Site:	
Site Address:	
Host Contact Name	
Host or Site Phone	
Host or Site Email	
Occupation to be Explored	
Proposed Evidence of attendance	

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent / Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**Form due FRIDAY MORNING – Turn in during Advisory**

Student Name	
Advisor Name	
Date of Internship	
Time of Attendance	From: _____ To: _____
Mode of Transportation	

<h2>LTI OFF-CAMPUS ATTENDANCE FORM</h2> <p>This form is evidence of Thursday OFF CAMPUS attendance.</p>
---

<input type="checkbox"/> Informational Interview <input type="checkbox"/> Shadow Day	<input type="checkbox"/> LTI Internship <input type="checkbox"/> Other Approved
---	--

Name of Site:	
Site Address:	
Mentor Contact Name	
Mentor Phone Number	
Mentor Email	
Brief Summary of LTI activity for this date	

Host / Mentor Signature

Date



Project Name:	
LTI Site:	
Student Name:	
Mentor Name:	

## PROJECT DEVELOPMENT TEMPLATE

### LTI Project Development & Implementation Template

**Overview:** As an intern, your objective is to be an active contributor to the company or organization.

To achieve this objective, your primary goals are:

- Orient yourself to the business – its main goals, personnel, unique terminology, etc.
- With your project team (your Mentor, Advisor and yourself), determine a project that both contributes to the company and connects to your academics and skill development.
- Complete your project and assist in its implementation at your internship site.

Use this packet as you complete the steps below.

#### **Project Development (pp. 2-3):**

1. Sign the Mentor/Intern Project Agreement (p. 2). Provide copies to your Mentor and your Advisor.
2. With your Mentor, brainstorm project opportunities.
  - a. What does the company need (requirements) that you could do?
  - b. Does this idea interest you?
  - c. Does it connect to a class?
  - d. Does it develop a skill you would like to improve?
  - e. What would the final deliverable be?
3. Fill out p. 3 (Project Proposal – Description) and get approval & feedback from your team members (Mentor & Advisor).

#### **Create Implementation Plan (p. 4), including:**

1. Milestones or important tasks, including getting approval along the way to continue development
2. Who will help you on each task
3. Total length of time needed to develop the deliverable
4. When and to whom you will present the project at your worksite
5. How and when the project will be rolled out to the client

#### **Carry out your plan:**

1. Revise and update your Implementation Plan as needed.
2. Use the Project Rubrics (pp. 5-6) to guide you.

#### **Thoughtfully complete the Self-Reflection on Project Work (pp. 7-8).**

Project Name:	
LTI Site:	
Student Name:	
Mentor Name:	

**MENTOR / INTERN PROJECT AGREEMENT**

## Our Agreement

- We agree to listen to each other’s ideas with respect.
- We agree to design and complete project work to the best of our ability.
- We agree to complete and turn in project work on or before exhibition date.
- We agree to ask for and provide help when necessary.
- We agree to share responsibility for our success and for our mistakes.

If there is a need to convene an advisor meeting, the Mentor has the right to call a meeting to discuss the value and challenges of the internship. If there is an insurmountable conflict, the Mentor has the right to discontinue the internship.

Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_

Project Name:	
LTI Site:	
Student Name:	
Mentor Name:	

**P R O J E C T P R O P O S A L - D E S C R I P T I O N**

Describe the project you plan to carry out.
What is your career interest? How does this project fit into your career interest?
Describe the final “deliverable” for your project (business plan, brochure, website, etc.). Be as specific as possible!
How will the project benefit your internship site?
What transferable skill(s) will you learn or improve?
What academic knowledge/skills (math, reading/writing, science, social/historical understandings, Spanish, art, etc.) does your project connect with? How does each one connect?
Where will your LTI Documentation Paper and LTI Presentation visual (pdf) be archived?

Project Name:	
LTI Site:	
Student Name:	
Mentor Name:	

**PROJECT IMPLEMENTATION PLAN**

Task	Who Is Responsible / Involved?	Midpoint Status	Due Date	Done

Project Name:	
LTI Site:	
Student Name:	
Mentor Name:	

## PROJECT RUBRICS - ADVISOR

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Explanation of project (scope, impact, relevance to the organization)</b>	Explanation is missing or is too brief/vague for the audience to understand.	Explanation attempts to include most parts. Speaker attempts to speak clearly and engage them, but may be missing eye contact, volume or tone.	Explanation includes most parts and is clear. Speaker engages audience most of the time through eye contact, volume, and tone.	Explanation includes all required parts and is clear. Speaker engages audience through consistent eye contact, sufficient volume, and varying tone.
<b>Project Process &amp; Documentation (pictures, video, deliverable)</b>	Documentation is fragmented or missing.	Documentation is not clearly organized. It shows progress of the project through some of its stages.	Documentation is clear and shows the progress of the project through different stages of completion.	Documentation is thorough and clearly shows the progress of the project through different stages of completion.
<b>Project timeline/task list</b>	Timeline only includes one or two checkpoints, and few or no project sub-tasks are identified	Timeline breaks down the project into large tasks, with some sub-tasks identified. Task deadlines are vague or absent.	Timeline breaks down the project into tasks and subtasks, with specific deadlines for each.	Timeline breaks down the project into clear manageable tasks, with specific and reasonable deadlines for each.
<b>Student reflection (learning from project, future applications, connection to academics)</b>	Reflection is missing or is very superficial (vague language, 1-2 sentences).	Reflection attempts to include most parts and attempts original thought. Speaker attempts to engage audience through consistent eye contact, sufficient volume, and varying tone.	Reflection includes most required parts and shows original thought. Speaker mostly engages audience through consistent eye contact, sufficient volume, and varying tone.	Reflection includes all required parts and shows original thought. Speaker engages audience through consistent eye contact, sufficient volume, and varying tone.
<b>Mentor Reflection</b>	The project will have limited or no usefulness to the organization. Mentor comments show that the student did not build relationships or demonstrate skills during the Ltl.	The project has minimal use for the Ltl organization. Mentor comments show that the student attempted to build positive relationships and demonstrated some transferable skills.	The project fills a need for the Ltl organization. Mentor comments show that the student built positive relationships and demonstrated some transferable skills.	The project fills a clear need for the Ltl organization. Mentor comments show that the student built positive relationships and demonstrated transferable skills.

Project Name:	
LTI Site:	
Student Name:	
Mentor Name:	
<b>PROJECT RUBRICS - MENTOR</b>	

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Project Quality</b>	Project was not completed or is of very poor quality.	Quality is fair; equivalent to the product of a beginning learner at the organization	Quality is good; equivalent to the product of other interns at the organization.	Quality is outstanding; equivalent to the product of an employee at the organization.
<b>Professionalism</b>	Student treated colleagues poorly, had poor attendance, and/or dressed/behaved inappropriately.	Student showed basic interpersonal skills and fair attendance/punctuality. His/her dress or behavior was sometimes inappropriate.	Student showed good interpersonal skills and attendance/punctuality. Student usually showed appropriate dress and behavior.	Student showed outstanding interpersonal skills and attendance/punctuality . Their dress and behavior was always appropriate.

Notes:

Project Name:	
LTI Site:	
Student Name:	
Mentor Name:	

## SELF-REFLECTION ON PROJECT WORK

After the project is completed, write your thoughts about what you did and how well the project went.

What are the most important things you learned about yourself in this project?	
What transferable skills did you learn during this internship?	
What part of this project are you most proud of? Why?	
What were your biggest challenges during the project? Why?	
If you could redo this project, what do you wish you had spent more time on or done differently?	
How did this project connect with your academic courses? (Knowledge/skills related to math, reading/writing, science, social/historical understandings, Spanish, art, etc.)	
How will you take what you learned from this project to make your next project more successful?	







**Thank  
You!**



Bellevue School District  
Bellevue Big Picture School