Mentors, Mindsets & Role Models

E-MENTORING

East Texas GEAR UP Project

Nacogdoches, Texas

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Hudson High School E-Mentoring Program

A Collaboratively Designed Mentoring Program
between
Hudson High School
and
Secondary Teacher Preparation Program
at
Stephen F. Austin State University

2007-2008

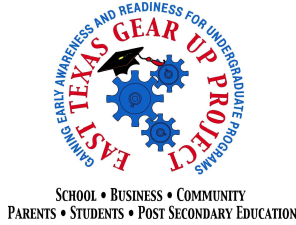**Barbara Davis, Director**
East Texas GEAR UP Project

HUDSON HIGH SCHOOL E-MENTORING PROGRAM

2007-2008

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HUDSON HIGH SCHOOL E-MENTORING PROGRAM

2007-2008

(An East Texas GEAR UP Project Program)
A Collaboratively Designed Program between Hudson High School and Secondary Teacher Preparation Program at Stephen F. Austin State University

The East Texas GEAR UP Project is designed to address the urgent need to increase the college-going rate of students in the project schools by providing opportunities and experiences that encourage students to consider college as an option for postsecondary education. Due, in part, to the shortage of available mentors for face-to-face interaction in some rural school districts and the need to increase the emphasis on a college-going culture in schools, the East Texas GEAR UP Project and Hudson Independent School District have formed a partnership with the College of Education Secondary Teacher Preparation Program at Stephen F. Austin State University to implement an e-mentoring program.

Program Design *(Internet-Based Mentoring Program: E-Mentoring)*

E-mentoring is defined as the use of technology to facilitate a mentor/mentee relationship (Fulop, 2002). The design of this e-mentoring program is one that pairs students in the ninth grade at Hudson High School with college student mentors enrolled in SED 371 and SED 372 classes in the secondary teacher preparation program at Stephen F. Austin State University. The students will communicate electronically on a weekly basis. The culminating experiences for the e-mentoring program will consist of high school students shadowing college students on SFA's campus with time

provided for reflections and/or college students shadowing high school students on their campus with time for reflections.

Goals

The goals of the program are to: 1) strengthen the culture of high expectations for students participating in the GEAR UP Project; 2) provide role models, who are currently university students, for GEAR UP students; 3) provide exposure to postsecondary education and college life; and 4) provide an opportunity for university students to gain an understanding of secondary students□ concerns and interests regarding postsecondary education.

Interaction

The high school teachers and university professors will determine the guidelines for the program and appropriate prompts for communicating with students. The areas of communication will include postsecondary education, college life, the importance of education, achieving academic success, taking rigorous courses, financial aid, scholarships and awareness of opportunities beyond high school.

Interaction between Hudson High School and SFA students will take place through a secure Internet site established by the university. Ninth-grade students will have an opportunity to use a Web-based discussion forum to communicate with successful college students. The university professors and Hudson High School teachers will guide and monitor these discussions.

Guidelines for the E-Mentoring Program

High school students and university students participating in this program will be expected to abide by the following guidelines:

- □ E-mentoring activities will take place during the school day.
- □ Communication will take place on the designated SFA Web site (http://webct.sfasu.edu).
- □ Mentor/mentee should avoid communicating outside the designated SFA Web site.
- □ Mentor/mentee should avoid using profanity, obscenities, or other language that may be offensive to another user.
- □ Mentor/mentee should avoid writing or sending abusive, threatening or sexually harassing messages to others.
- □ Mentor/mentee should avoid revealing their personal address or phone number.

- Student photographs will not be used for any part of this project. Student photographs will not be released for any reason.
- Discussion messages are not guaranteed to be private.
- Teachers and professors have the right to access ALL communication for monitoring purposes.
- Hudson ISD students must follow the Hudson ISD electronic communications agreement.

Responsibilities

GEAR UP Liaison

- Schedule an orientation to the e-mentoring program for teachers and professors prior to the implementation.
- Provide packets of information for teachers, professors and students on the e-mentoring program.
- Assist with the mechanics of scheduling a culminating experience at the end of the semester.
- Facilitate the evaluation process for students, teachers and professors.

Office of Instructional Technology Liaison

- ***Provide technical assistance for the e-mentoring program for secondary teacher preparation students in SED 371 and SED 372 classes and ninth grade students in Hudson ISD.***
- Conduct technology orientation for all individuals involved in the program, including Hudson teachers, SFA professors, technology directors and GEAR UP liaison prior to the start of school.
- Provide packet of written instructions for professors, teachers, graduate students, technology directors and high school students regarding:
    - program description and goals
    - writing prompts for students
    - instructions on how to identify problems
    - and protocol for troubleshooting problems.
- Establish a protocol for troubleshooting technology problems.
- Establish the discussion groups and maintain the matches of mentors/mentees for troubleshooting, if needed.
- Establish bogus ID or log-ins for professors and teachers so that students can be added in a timely manner.

Secondary Teacher Preparation Faculty

- ***Collaboratively design, implement and coordinate an e-mentoring program for secondary teacher preparation students in SED 371 and SED 372 classes and ninth-grade students in Hudson ISD.***
- Participate in e-mentoring staff development.
- Work with high school teachers to set the guidelines for the program.
- Work with high school teachers to develop an interest inventory for GEAR UP students to be distributed during the second week of classes.
- Match high school and college students and get the information to Office of Instructional Technology to establish discussion groups.
- Implement the program in a timely manner.

- Take responsibility for the writing stems for college and high school students.
- Report student technology problems to OIT in a timely manner.
- Monitor communications on a weekly basis, and if students are not receiving responses from high school students, inform the high school teacher in a timely manner.
- Collaborate with high school teachers to plan and schedule a culminating experience for the students at the end of the semester.
- Facilitate the e-mentoring program evaluation from college students.

High School Teacher

- ***Collaboratively design, implement and coordinate an e-mentoring program for ninth grade students in Hudson ISD and secondary teacher preparation students in SED 371 and SED 372 classes.***
- Participate in e-mentoring staff development.
- Work with college professors to set the guidelines for the program.
- Work with college professors to have students complete an interest inventory for GEAR UP students to be distributed during the second/third week of classes.
- Implement the e-mentoring program
- Inform parents of the e-mentoring program and secure permission for students to participate program.
- Assist students getting started with the program.
- Report student technology problems to OIT in a timely manner.
- Monitor communications on a weekly basis, and if students are not receiving responses from college students, inform the professor in a timely manner.
- Collaborate with professors to plan and schedule a culminating experience for the students at the end of the semester.
- Facilitate the e-mentoring program evaluation from high school students.

Evaluation

An evaluation process determined by the e-mentoring team will measure the benefits of e-mentoring in a rural school setting where university students are paired with high school students for the purpose of increasing emphasis on college as an option for postsecondary education.

EAST TEXAS GEAR UP PROJECT

Hudson High School Site

(*Sample letter*)

September 2007

TO: Hudson High School GEAR UP Parents

FROM: Hudson High School Ninth Grade Teacher

Hudson High School GEAR UP students have been invited to participate in a mentoring program with Stephen F. Austin State University secondary teacher preparation students. High school students will be paired with university students who are currently enrolled in the teacher preparation program. We are asking you to give your permission for your child to participate in the mentoring partnership.

The goals of the mentoring program are to:
- ☐ strengthen the culture of high expectations for high school students participating in the GEAR UP Project
- ☐ provide role models, who are currently university students, for GEAR UP students.
- ☐ provide exposure to postsecondary education and college life
- ☐ and provide an opportunity for university students to gain an understanding of secondary students☐concerns and interests regarding postsecondary education.

Interaction between HHS and SFA students will take place through a secure Internet site established by the university. High school students will have the opportunity to use a Web-based discussion forum to communicate with successful college students. These discussions will be guided and monitored by the university professor and the ninth grade teacher. Please see the attached proposal for further details.

GUIDELINES FOR E-MENTORING PROGRAM

High school students and university students participating in this program will be expected to abide by the following guidelines:

- Communication will take place on the designated SFA Web site (http://webct.sfasu.edu).
- Mentor/mentee should avoid communicating outside the designated SFA web site.
- Mentor/mentee should avoid using profanity, obscenities, or other language that may be offensive to another user.
- Mentor/mentee should avoid writing or sending abusive, threatening or sexually harassing messages to others.
- Mentor/mentee should avoid revealing their personal address or phone number.
- Discussion messages are not guaranteed to be private.
- Teachers and professors have the right to access ALL communication for monitoring purposes.

In addition, university professors sponsoring this project may wish to use the communication between university and high school students in researching the learning experiences of the students. If communication from students is used, their privacy is guaranteed. Names of students will not be published or released. Student participants have the right to withdraw from the project at any time. Results of the project will be provided at your request.
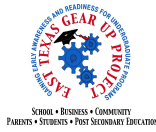
EAST TEXAS GEAR UP PROJECT
(Gaining Early Awareness and Readiness for Undergraduate Programs)
Stephen F. Austin State University/East Texas GEAR UP

Hudson High School E-Mentoring Program
Fall /Spring 2007-2008

<u>Parents Permission Form</u>

I have read the accompanying *Guidelines for E-Mentoring*, and I give permission for my child to participate in the SFASU/GEAR UP E-Mentoring Program.

Please check: _____ **Yes**   _____ **No**

Date: _____

Parent or Guardian Printed Name: _____

Parent or Guardian Signature: _____

Student:

I have read and understand the *Guidelines for E-Mentoring* for the SFASU/GEAR UP E-Mentoring Program.

Student s Printed Name: _____

Student s Signature: _____

---Please return to your teacher.---

Type of Program: Internet Based Mentoring Program
(E-Mentoring)

Duration: Two semesters

The goals of the program are to:

Goals:
- strengthen the culture of high expectations for high school students participating in the GEAR UP Project.
- provide role models, who are currently university students, for GEAR UP students.
- provide exposure to postsecondary education and college life.
- provide an opportunity for university students to gain an understanding of secondary students□ concerns and interests regarding postsecondary education.

Design:
- Basically an e-mentoring program
- College student mentors and high school students will communicate weekly.
- High school teachers, professors and college students will determine appropriate prompts for communicating with students. Some possible areas for communication are:
  - providing exposure to postsecondary education
  - college life
  - staying in school and working toward achieving academic success
  - encouraging students to take rigorous academic course
  - and awareness of opportunities beyond high school.
- Teachers and professors are responsible for monitoring the program.
- At the end of the year, high school students will visit campus and shadow college students by attending classes, having lunch and participating in a follow-up session on the visit.
- Possibility of college students visiting students on Hudson□s campus?

Hudson ISD Personnel

GEAR UP Coordinator: Joan Ragland
                                 ragland@hudsonisd.org

Principals: Donny Webb, High School Principal
                                 Stan Tupman, Middle School Principal

Superintendent: Mary Ann Whitaker

University Personnel

Department of Secondary Education and Educational Leadership
Phone: (936) 468-2908

Chair: Dr. Betty Alford
              balford@sfasu.edu

Professors: Dr. Amanda Rudolph, *Coordinator of Secondary Programs*
              rudolpham@sfasu.edu

              Ms. Linda Black
              blacklj@sfasu.edu

              Dr. Ken Austin
              austinkr@sfasu.edu

Office of Instructional Technology
Phone: (936) 468-1452

              Ms. Melanie McCuller
              mmcculler@sfasu.edu

GEAR UP Staff
Phone: (936) 468-1899

              Barbara Davis
              davisbarba@sfasu.edu

E-Mentoring Lessons Learned
Spring 2008

_____E-mentoring is mutually beneficial for high school and university teacher education students.

_____E-mentoring is effective when it is implemented in a high school class with computers available to students, and they are given time to communicate via e-mail with university teacher education mentors.

_____The program is effective when there is direct communication between teacher(s) and professor(s) in an on-going manner.

_____High school students respond better to interesting prompts from the mentors.

_____More effort should be made early to ensure that mentor and mentee communicate with each other as soon as possible.

_____High school students respond best when a reward is attached for participation.

_____Students campus visit at the end of the semester is a positive activity.
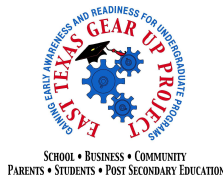
Hudson High School
Ninth Grade E-Mentoring Tentative Schedule

Fall Semester 2007

Week of August 25	SFA Classes Begin
Week of September 1	E-Mentoring Orientation and Technical Training Hudson High School Match Hudson Students with SFA Students
Week of September 8	Implementation of E-Mentoring Program via Web-CT (e-mailing)
November 20	Culminating Activity: Hudson Students Visit SFA Campus (*Shadow SFA Students, Sit in on classes, Have Lunch and Participate in a Forum with SFA Students regarding College*)
Week of November 24	E-Mentoring Ends for Semester
Week of December 1	Evaluation and Focus Groups SFA Dead Week
Week of December 8	SFA Final Exams

Spring Semester 2008

Week of January 20	SFA Classes Begin
Week of February 2	E-Mentoring Resumes
Week of February 16	Hudson Winter Break
Week of March 16	SFA Spring Break
Week of April 13	Hudson Spring Break
Week of April 27	TAKS April 27, 28, 30 and May 1 E-Mentoring Ends
Week of May 4	Culminating Activity: Hudson Students Visit SFA Campus (*Shadow SFA Students, Sit in on classes, Have lunch and Participate in a forum with SFA students regarding College*)

Hudson High School
Ninth Grade E-Mentoring Interest Inventory

Fall/Spring 2007-2008

Last Name	First Name	Gender	Teacher
		Circle One **Male Female**	
Interest			
Extracurricular Activities			
Favorite School Subjects			
Career Possibilities			

---Please return to your teacher.---

Hudson High School E-Mentoring
STUDENT EVALUATION

Fall/Spring 2007□2008

To what extent has participating in this e-mentoring experience impacted the following:

	High Impact			Low Impact	
1. Increased desire to go to college	5	4	3	2	1
2. Increased communication skills (written)	5	4	3	2	1
3. Increased awareness of opportunities beyond high school	5	4	3	2	1
4. Increased the desire to pursue the more rigorous academic courses	5	4	3	2	1
5. To what extent were you comfortable asking your mentor questions?	5	4	3	2	1
6. To what extent were you comfortable responding to messages sent from your mentor?	5	4	3	2	1

7. Describe the quality of the relationship between you and your mentor during the e mentoring program.

8. List the **three (3)** topics you most enjoyed discussing with your mentor during the e mentoring program.

9. List the **three (3) most valuable aspects** of participating in the e-mentoring program.

10. List **three (3)** of the most challenging aspects of participating in the e-mentoring program.

Professor/Teacher/GEAR UP Coordinator
FOCUS GROUP

Fall/Spring 2007□2008

1. Describe some of the things that students and mentors were able to accomplish through this e-mentoring program that would have been difficult or impossible any other way.

2. What was the most valuable aspect of the e-mentoring program for your students?

3. What was the most challenging aspect of the e-mentoring program for your students?

4. Describe your overall experience with the e-mentoring program.

5. Describe any significant changes that you would like to see in the e-mentoring program.

6. Other Comments:

Hudson High School E-Mentoring Program

Stephen F. Austin State University
COLLEGE STUDENTS☐FOCUS GROUP

Fall/Spring 2007☐2008

1. What **topics** did your mentee(s) want to focus on most during the e-mentoring program?

2. How comfortable were you **asking your students questions** and **responding to messages** sent from your students?

3. Describe the **quality of the relationship** that developed between you and your mentee(s) during the e-mentoring program.

4. What was the **most valuable aspect** of participating in the e-mentoring program?

5. What was the **most challenging aspect** of participating in the e-mentoring program?

6. Describe any **significant changes** that you would like to see in the e-mentoring program.

7. Other comments:

E-Mentoring Program
SED 371 Students Documentation of Time
Fall/Spring 2007⬛2008

SED Student⬛s Name_____Professor(s)_____

Date	Mentee	No. of Times Communicated with Hudson Mentee	Amount of Time Spent Minutes/Hours
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			

My signature verifies that the information above is accurate.

Signature:_____ Date:_____

Sample E-Mentoring Prompts

Introduction: Tell me about yourself.
    Interest
    Extra curricular activities
    Favorite subjects
    My career goal or interests

My academic goal this year is . . . .

My personal goal this year is. . .

Describe someone who has made a difference in your life. Because. . . .

Describe a far-away place you want to visit someday. Why does this place interest you?

What do you enjoy most about school? Why?

Tell me something that you are really good at doing. Why. . . .

What is a skill that you will continue to work on this year?

What do you enjoy reading?

Are you planning to go to college? Military? Technical?

What is the value of a college education?

What would you like to know about college?

Have you started thinking about the admission requirements for college?

What about financial aid?

Have you started visiting college campuses?

Are you taking any AP classes?