**SPORT AND MEDICAL**

**SCIENCES ACADEMY**



 **CAPSTONE MENTOR MANUAL**

**2016**

***“A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you."***

 **Bob Proctor**

***Dear Capstone Mentor,***

***On behalf of the Sport and Medical Sciences Academy we would like to thank you for your willingness to mentor one of our senior students through their Capstone project. The Capstone project is an opportunity for our students to plan and design a project that is connected to their interests and passion and/or career path, while requiring them to work outside of the classroom to benefit their community. The project should require our students to get out of their “comfort zone” and do something that is new to them and stretches them intellectually. It is our firm belief that the capstone project will allow our students to shine in ways they never knew was possible. At the Sport and Medical Sciences Academy we see this project as a unique opportunity for students to demonstrate what they have learned over four years, academically and socially, as well as what it means to be a good citizen by contributing to their community. We know that a lot is required of our seniors, but we feel that now more than ever, it is necessary to put the responsibility on their shoulders, in order to prepare them for life after SMSA.***

***Once the student has identified their project focus, they are then asked to seek a mentor that has particular expertise in the field, related to the student’s project focus. This is step one for our seniors, and for many, this is the most difficult part. The role of a mentor is to guide the student through the completion of their project. It is up to the senior student and mentor to negotiate how this will be achieved. The mentor and student may choose to correspond over email, phone and schedule face to face meeting. It is our hope that the student negotiates with you and you are able to come to an agreement as to how to check in regularly regarding their progress with the capstone project. It will be recommended to our seniors to check in with their mentor ONCE per week.***

***Please feel free to contact me with any questions you may have about the Senior Capstone Project, at 860-695-6954 or via email at*** ***bouta001@hartfordschools.org******. I expect that you will find our students to be professional, respectful, and mature, however they do need guidance. Again, many thanks for your willingness to invest in one of our seniors; it is my true belief that with any teaching or mentoring, we benefit from these relationships equally, if not more than the students. It is my sincere hope that this experience brings a feeling of fulfillment to you as well.***

***Sincerely,***

***Amy Boutilier***

***Capstone Project Coordinator***

**Contact Information for Mentor**

**Please input information and give THIS handout to your mentor.**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Senior Seminar Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Project Coordinator: Amy Boutilier**

**Phone#: 860-695-6954 email:** **bouta001@hartfordschools.org**

***(Office hours are Monday, Wednesday and Friday)***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor Contact Information**

**Please have students input the mentor contact information:**

**Mentor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Job Title or Area of Expertise: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor Phone #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Please detach and return to senior seminar teacher***

**Sport and Medical Sciences Academy**

**MISSION STATEMENT**

**Hartford Sport and Medical Sciences Academy is a high performing magnet school which emphasizes student engagement in relevant experiences in the sciences of sport and medicine. Through the Four Core Beliefs (Dedication, Respect, Discipline, and Responsibility) students attain skills in language arts, mathematics, science, and college readiness which reflect the high educational outcomes of the State of Connecticut.**

**VISION STATEMENT**

**Hartford’s SMSA is a magnet school which utilizes a thematic approach in delivering a cross disciplinary curriculum. Technology is integrated into all subject areas. Students are encouraged to take an active role in their learning and to achieve academic excellence within a sphere of high academic rigor. SMSA maintains a partnership of educational, business, and higher educational communities with a strong commitment to public service opportunities allowing students to develop social consciousness and leadership skills which will foster pride in both the school and in the community.**

**SPORT AND MEDICAL SCIENCES ACADEMY CORE BELIEFS**

***AT SPORT AND MEDICAL SCIENCES ACADEMY, WE BELIEVE IN:***

1. **DEDICATION. Each community member will assume responsibility for making SMSA the best it can be.**
2. **RESPONSIBITILITY. Each community member will be accountable for the choices he or she makes.**
3. **DISCIPLINE. Each community member will strive to reach his or her full potential-academically, professionally, personally and socially.**
4. **RESPECT. Each community member will recognize and value the individual differences and uniqueness of all members of the community; and also model self-respect.**

**Overview of Capstone Project**

 **The purpose of the Sport and Medical Sciences Academy capstone experience is to require seniors to utilize the skills and knowledge that they have gained in their high school experience, to plan, complete and present a self-directed project that reflects their personal interest. The project must “stretch” each student requiring new learning.**

**The capstone experience will require each student to produce the following:**

1. **Project proposal and plan of action – October 7th**
2. **Research Paper – 1st draft November 6th, 2nd draft December 2nd**
3. **Final Product and ePortfolio – April 8th**
4. **Presentation/Exhibition – May 13th**

**The senior capstone experience is a one credit graduation requirement. Each student is scheduled into a senior seminar block, and the senior seminar teacher will serve as a guide through the process of planning and implementing the capstone project. In addition, each student is required to seek the help of a mentor, who has expertise in the field that they are interested in pursuing for their Capstone project. Evaluation of the components of the capstone project will be done by the capstone coordinator, Mrs. Boutilier, and will include:**

1. **Approval of the Project Proposal**
2. **Research Paper**
3. **Completion of Project Proposal**
4. **ePortfolio**
5. **Exhibition**

**Evaluation of the presentation/exhibition portion of the capstone experience will be done by a panel of three judges. The capstone course is a pass/fail and does not impact your grade point average.**

**“*If it doesn’t challenge you, it doesn’t change you.”* Fred DeVito**

**Field Work**

**Students will be required to use their research to create a product or project that somehow serves their community. The capstone project will require students to extend beyond the classroom and the school into the “field” in the process of creating their product. The “field work” or work outside the classroom cannot simply be the extension of a current job or extracurricular activity. Students must be involved in doing something that is new to them and represents a “learning stretch” in the process of creating the product. Fieldwork is not easy and students should not be paid for it. An absolute minimum amount of 15 hours is the requirement however the work done in the field will most likely exceed 15 hours.**

**How to document field work?**

* **Keeping track of hours and dates on time sheets in a *Field Work Log* (included in packet)**
* **Have mentor, capstone advisor, sign off on time sheets to verify hours in *Field Work Log***
* **Include photographs or video of your work as verification**
* **Include a minimum of 10 pages of journaling, documenting the capstone process and experience, field work, interactions with mentors, setbacks and highlights, anything related to the completion of the capstone task.**

**The Product**

**The product component of the capstone project is the piece, or event that the student has planned and created using their research as a guide. Students must determine how to document their project and present their work through their ePortfolio at the exhibition. The final product must benefit the surrounding community in some way, and it must be clear in the exhibition how this was accomplished.**

 **Here are some ways to present the product at the exhibition:**

* **Video of the event or project**
* **Slideshow of the event or project**
* **Testimonials of participants**

**The Capstone Portfolio**

**The capstone portfolio will be a thoughtful collection of artifacts that documents the student’s journey throughout the capstone project. The following MUST be included in the capstone portfolio:**

* **Introduction to the portfolio and capstone experience**
* **Personal Mission Statement**
* **Final Job Shadow Reflection**
* **Project Proposal**
* **Research Paper**
* **Field Work Log**
* **Journaling (minimum of 10 pages)**
* **Artifacts related to the Product/Project**
* **Video of event**
* **Slide show of event or project**
* **Testimonials**
* **The “product” such as website or other piece that the student has created for the project**
* **Final Capstone Reflection**

**The Capstone Exhibition**

**The capstone exhibition is the student’s opportunity to showcase their capstone project. They may choose to present their capstone experience in a PowerPoint or website, accompanied by a video. The exhibition presentation should be multimedia in order to really tell the story of his/her experience. The following MUST be included in the student’s capstone exhibition presentation:**

* **Introduction and Personal Mission Statement**
* **Project Proposal**
* **Presentation of the Product**
* **Discuss the process of the capstone experience**
* **What new learning did they experience?**
* **How did they STRETCH themselves?**
* **Setbacks and successes**
* **Career connections you have made through the process.**
* **Identify how the community has benefitted from their project.**
* **Closing Reflections**
* **Offer judges the opportunity to ask questions**

**In what ways can I mentor a senior through their Capstone project?**

**Seniors will have a variety of supports to help them complete this project. They have their senior seminar teacher, the capstone coordinator and their mentor. Here are some suggestions for a positive student/mentor relationship:**

* **Be clear about your availability and set a reasonable schedule of contacts or meetings. Once a week may be necessary for the beginning stages and the need to meet or communicate may decrease as the student proceeds with the project.**
* **Offer expertise in your area.**
* **Give contacts of people that could provide them with needed expertise, or help them find additional resources.**
* **Help your seniors make phone calls. Many of our students become very intimidated when it comes to contacting adults for assistance. Have them practice with you, or write down what they are going to say.**
* **Your senior may need help writing a professional email. Many of the students do not realize that even email correspondence should be professional, grammatically correct, and proofread.**
* **The seniors are required to document everything, meetings, phone calls, brainstorming notes, etc. Offer to read their documentation, to see if it gives an accurate picture of the work done on the project.**
* **Verify hours worked on project in their field log.**
* **Be honest with your senior. When they are not holding up their end of the bargain, it really needs to be addressed. It is so important to give them real, accurate, and honest feedback. The next lessons they will be learning are from a college professor, or employer, so we want them to learn the lessons of professionalism and work ethic, now, to make the transition to life after SMSA a little bit easier.**
* **Do not feel you have to give all the answers. Your role is to guide, question and facilitate. Questioning is a great tool to get students to arrive at the answers all by themselves.**
* **Feel free to contact the senior seminar teacher, or myself, Amy Boutilier at 860-695-6954.**

***Tell me and I forget, teach me and I may remember, involve me and I learn.”***

 ***Benjamin Franklin***

**Mentor Evaluation**

**Each senior must ask their mentor for a typed letter of recommendation, which reflects upon the experience working with the student, as well as evaluates the senior’s professionalism and work ethic. The following is an example you may utilize if needed. You may send the letter through your student or mail directly to the school to the attention of Amy Boutilier.**

**Mentor’s Name**

**Mentor’s Place of Business**

**Mentor’s Address**

**Mentor’s City, State, and Zip Code**

**Date**

**Capstone Coordinator**

**275 Asylum Street**

**Hartford, CT 06103**

**Capstone Project Teachers,**

**Paragraph One: Introduction – Describe yourself and the connection that you may have to the senior and their project.**

**Paragraph Two: Discuss the involvement of the student in the activity. Did the student take the initiative through the project, seeking guidance and feedback?**

**Paragraph Three: Overall impressions of the student. Was the student professional, dependent, and motivated?**

**Paragraph Four: Did the student follow through and carry out their proposed plan for their capstone project? Did the student embrace the opportunity to serve their community doing something they are genuinely interested in? Do you feel the student stretched their capabilities in any way, or learned something new?**

**Sincerely,**

**Mentor’s Name**