



BEGINNING OF MATCH

Introduce yourself to the mentor before their first day

- The introduction should include how long you've been teaching, if you've worked with a Boston Partners mentor before, your teaching style, and any specific expectations and goals you have for them and your student(s).
- This is also a good place to give them some information about your classroom culture, routines, procedures, and schedule. Let them know what the classroom and school procedures are around behavior.

Decide on the best way to communicate with the mentor.

- Setting expectations around communication preferences early will help establish consistent communication later on.

Tell them about the student(s) they will be supporting.

- Use the introduction conversation to tell them why you nominated the student(s) for a mentor, how you created a small group, what you hope for the student(s) to get out of their sessions, the student's learning style, or any specific goals you have for the student. This will help the mentor be more prepared and best support your students.

Preparation for the First Day.

- Plan how you will introduce the mentor to the entire classroom and the specific students they will be working with. Think about where in the classroom the mentor and students will be.
- Hang your Boston Partners in Education logo decal on your door or the wall outside your classroom!
- Expect that the mentor's first session will be mostly an observation of you, the classroom, and the students. This gives you a chance to introduce yourself and your students to the mentor. It is also an opportunity for the mentor to observe classroom norms and procedures.

THROUGHOUT THE MATCH

Let the mentor know of any schedule or class changes.

- Mentors are working hard to be a consistent presence for your student(s). Please let them know if there is a schedule change (ie. an assembly or field trip), if the student is absent when possible, or if there will be a substitute teacher.

Consistent Communication with the mentor.

- Check-ins and debriefs can be conducted in person or over email. Either way, the conversation should address mentee progress and difficulties as well as feedback for the mentor.
- Talk to the mentor about the student academically, socially, and personally. Our most successful volunteer/teacher pairs recap the session weekly via email shortly after in order to limit any disruptions.

Strategize with the mentor how they can model and reinforce behaviors.

- Mentors should be modeling student behaviors and classroom norms, such as listening when someone is talking or asking questions during a lesson.
- Talk to the mentor about how they can best serve as an example for your students. Tell them about any cues or routines you use to keep the class on task that they can model and use in their mentoring.

Set clear expectations.

- The first few sessions, the mentor will be building a relationship with you and their students. Volunteers and teachers should set expectations around frequency of communication and classroom expectations.

Follow-up with the mentor after class about any concerning student behaviors.

- The mentor should not intervene; they are not there as a disciplinarian.
- Check-in with the mentor afterward about how you are feeling and how they are feeling. Let them know how they can support you and your student(s) without intervening. Let them know what the classroom and school procedures are around behavior.