



## **Policies and Procedures: Expectations of Teachers working with Boston Partners**

1. Teachers will provide adequate space and materials for mentors to work with their students within the classroom.
  - All matches should take place in the classroom to ensure that students are not missing the lesson and that matches are supported and supervised by school staff. The materials students are working on should align with the classroom's, and should be provided primarily by the teacher.
2. Teachers will provide feedback to academic mentor(s), discuss student progress, and share lesson plans consistently throughout the school year.
  - Consistent communication between mentors and teachers is the best way to create a successful match. Teachers and mentors should be sharing observations of student progress with each other. You should also give mentors any relevant feedback and share lesson plans or other relevant materials. Check-ins can happen before or after each session or via email, but should be consistent and regular.
3. Teachers will communicate with Boston Partners staff any concerns or questions they have about mentors or matches.
  - Boston Partners is here to support teachers and mentors throughout a match. If you have questions about how best to utilize or support a mentor in the classroom, do not see or hear from a mentor for a couple weeks, or have any other questions, you should contact Boston Partners.
4. Teachers will respond to periodic (every other month) email check-ins from Boston Partners staff.
  - While you can reach out at any time, we will check in at the beginning of the match and then every other month to make sure that things are meeting your expectations of a successful match. This is also a way for us to gather important information we need to track and assess the match.
5. Teachers will update Boston Partners staff if the students served by the match change.
  - All Accelerate, Aim High, and Power Lunch nominations are made for a specific student or small group of students to receive support from an academic mentor. To build a strong mentoring relationship, it is important that the same student(s) consistently receive support from a mentor. Anytime Boston Partners communicates about a match, student information is included.

- If the students whom a mentor supports changes, it is imperative that you communicate this to us and send updated information (name, grade level, subject, home language, ethnicity, and mentoring reasons) for the new students the mentor will be supporting. This information allows us to track those matches and gather data.
6. Teachers will distribute and collect parent permission slips from students and submit them to Boston Partners staff. (for all Accelerate, Aim High, and Power Lunch matches)
    - Permission slips are essential for us to track student data, which we need to be able to continue providing you and your students with academic mentors. The permission slip was written with the help of the BPS Office of Data and Accountability team. Please help us continue to support you in the classroom by collecting permission slips from your students. If you need the permission slip in another language, always let us know.
    - The easiest way to send permission slips to us is simply to take a picture with your phone and send it via email. We will also accept permission slips that have been scanned and sent via email, or faxed to 617-482-0617.
  7. Teachers will fill out an end of year survey from Boston Partners in Education regarding student progress and mentor impact.
    - In addition to collecting individual student data, surveys are the most important way for us to collect information about our impact. Your answers are essential to assessing our programs.
  8. Teachers will expect Boston Partners staff to observe some mentor/student matches and answer some follow-up questions after any observation.
    - In-person observations are another form of match support. The objective of the observation is to see the academic mentors during a match and debrief with them about how things are going and any support they may need from us. It is not an evaluation of you or your classroom.
    - We will reach out to confirm scheduling before any observations. After an observation, we will follow-up with you about any necessary feedback on the match.
  9. Teachers will approve any nominations with their principal/headmaster.
    - Teachers will ensure that all necessary school admin are aware that an outside organization is providing support to students in the classroom, through volunteer academic mentors from the community.
    - Boston Partners CORIs and trains all community members before they begin volunteering.