BOSTON PARTNERS
IN EDUCATION

Aim High Training

Waiting Room

- Please introduce yourself in the Chat
- Before we get started, answer the following question:
  - What's one thing you have unlearned from school?

Aim High Training

Overview

Sue Li

- AmeriCorps service member at Boston Public Schools
- Been at Boston Partners for 3 years
- Been an academic mentor for 4 years

Training Session Goals

This training should help you:

01 | Understand and clarify your role as an academic mentor

02 | Apply skills and attitudes necessary to effectively serve students

03 | Provide sources of assistance to help support mentors

04 | Practices on technology/Zoom to support students virtually

Zoom Norms

Note: If you experience technical difficulties, you will have 10 minutes from the time you dropped off the platform to log back on before needing to reschedule your training

Audio

- All participants are automatically muted upon entry to the training
- For a prime listening environment, please stay muted so that background noise is at a minimum.

Video

- For the majority of this training, the facilitator will be sharing their screen
- We encourage video remained on the whole time to model an actual mentoring session

Chat

- Can be used for questions, comments, or sharing helpful links or tips related to Zoom

Training Session Norms

- Please be open to listening and refrain from making quick judgements

- Be prepared to have one-on-one and small group conversations in Zoom breakout rooms

- Step up and step back

- What's said here stays here, what's learned leaves here

Agenda

- **Objectives**
- **Welcome**
    - **Zoom Norms and housekeeping**
    - **Training session goals**
- **Introductions**
- **Why Boston Partners in Education**
    - **Responsibilities of mentors**
    - **Mentors should and should not**
- **What Makes a Good Mentor**
- **Classroom Scenarios**
- **First Day Checklist and Q & A's**
- **Closing**

Introductions

Three minutes in your breakout rooms to ask each other these questions:

- My name is…
- My favorite way to spend my free time is…
- One of my worries about being a mentor is…
- The most important thing I hope my student will gain is…

Now You: Head to Breakout

What did you learn?

Why Boston Partners in Education?

Five core SEL competencies:

01 | Self-Awareness

02 | Self-Management

03 | Social Awareness

04 | Relationship Skills

05 | Responsible Decision-Making

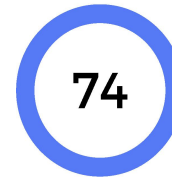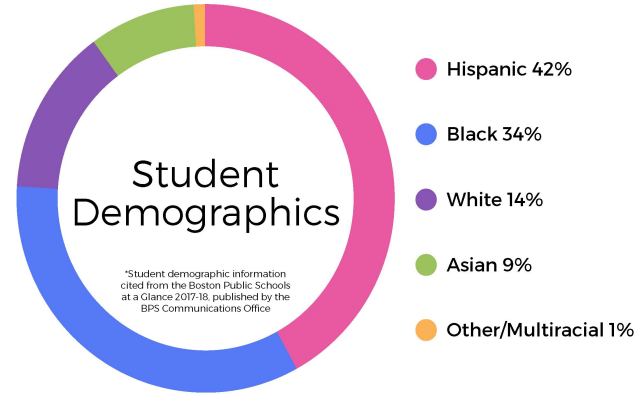*More resources on page 2-3 in the Aim High Training Packet
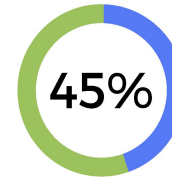
Why Boston Partners in Education

Serving students with different backgrounds:

- Get to know your students
- Be willing to address inequity
- Listen to understand
- Learn about your students' culture
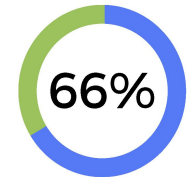- Adapt your styles to what's best for the students

*More resources from MENTOR on racial equity and inclusive practices: **here**

Student Demographics

*Student demographic information cited from the Boston Public Schools at a Glance 2017-18, published by the BPS Communications Office

- Hispanic 42%
- Black 34%
- White 14%
- Asian 9%
- Other/Multiracial 1%

74 Different languages are spoken at home

45% First language is not English

66% Economically disadvantaged

Questions?

Responsibilities of a Mentor

- Remember that we are guests in the school and classroom in-person and/or online
- Commit to a regular schedule
- Comply with school and classroom rules
- Work under the teacher's direction
- Learn each student's name, pronouncing it correctly
- Be flexible
- Maintain confidentiality
  - What's said in your time together stays there, but what you've learned from your experience can be shared
  - Exception: All mentors share concerns about their student mentee's safety with their teacher or their Boston Partners in Education Partnerships Manager

Expectations of a Mentor

- Be consistent and be ready for each session
  - Log in early for online mentoring
- Be a good listener
- Set a good example by being courteous and respectful
- Practice patience and kindness
- Establish a good rapport with all of the students
- Accept each student
- Encourage the best from each student

Expectations of a Mentor (Continued)

- Be fair
- Avoid becoming emotionally involved with any one student
- Make no promise that cannot be kept
- Be comfortable with silence, give the student time to think
- Let the student have a voice and a choice in deciding activities
- Give guidance but do not do the work for the student

Virtual Expectations

- Mentors should always communicate through school staff to change the time of mentoring session never directly with a student

- No recording of mentoring sessions

- Mentors should dedicate a clean and quiet space to do mentoring sessions each week.

Mentors Should NOT

- Want to "save" the student or be the "hero" for the student
- Do the work for the student
- Expect the student to do things the way you do them
- Expect students to view the world the same way you do
- You are here to get it right, not to be right
- Make assumptions about a student's home life
- Be left in charge of a class in-person and/or online
- Be left alone with a student with no guidance in-person and/or online

Mentors Should NOT (Continued)

- Meet students outside of school time or communicate electronically (Facebook, email, Twitter, phone, etc.)
- Give gifts or food to students if applies
- Take a student's lack of enthusiasm personally
- Be critical of teachers or the Boston Public Schools
- Use cell phones or chew gum
- End the match without first communicating to your Partnerships Manager and with the teacher and student(s)

Questions?

Classroom Scenario

The student you are working with doesn't seem engaged or motivated to do any work. The mentor hears the student say things like: "I'm not smart enough to do this work." OR "Why do I even need to know this?" OR "This work is too hard and I don't like the way we have to do it."

Now You: Head to Breakout

What did you learn?

Four Minute Break

What Makes a Good Mentor?

Make a list silently to yourself with the following in mind:

1 Identify one person, preferably someone who is not a relative, who was a kind of mentor for you

2 Think about why that person was important to them and the result for them of that person's interest

3 Recall the qualities of that person that made you so valued, and write down two or three of those qualities

What Makes a Good Mentor?

Classroom Scenario

Role Play: One volunteer is going to be the mentor, one volunteer is going to the student. You two are in the middle of working on a problem together (using the whiteboard function), and the student just picked up the phone and started texting.

Now You: Head to Breakout

What did you learn?

Classroom Scenario

You learned about trigonometry more than a decade ago, and you quickly realized that is not how it's being taught in your student's classroom right now. After the first few weeks, you also learned that your student is an auditory learner while you are a visual learner yourself. Your student is a Boston native, and you are not from here.

You feel that you are trying so hard academically and socially. How would you approach working with a student who is so different from you?

Now You: Head to Breakout

What did you learn?

First Day Checklist

Preparing for your first day

- Introduce yourself to the teacher via email
    - Include any experience and skills
- Ask questions such as:
    - How can you access the lessons prior to mentoring sessions?
    - How can you best support assigned students?
    - What is their learning style and personality?
- Find an area that is free of distractions and background noises
- Test your computer's camera and audio on Zoom
- Have interactive Zoom tools ready, like Whiteboard or Mentimeter
- Please note that sessions will be monitored by either a BPS or Boston Partners staff member
- Read the online safety tips posed by the Boston Public Schools

First Day Checklist

During the online mentoring session

- Recording, taking screenshots, or taking photos of lessons is strictly prohibited
- Get to know the students by asking questions
- Set boundaries and clear expectations with the students
  - Decide what you will do during mentoring sessions and set limits, such as only communicating with students during mentoring sessions
- Ask your students and teacher about their goals for your mentoring partnership

First Day Checklist

After your first online mentoring session

- Always do a wellness check with your students before each new session
  - Example: How are you feeling on a scale of 1-10?
- Set up a communication system with the teacher
  - Do you both prefer email, phone, or text?
- Establish whether you will communicate weekly or every other week about students' progress and/or share lesson plans

Questions? Contact your Partnership Manager or check out our resources page for more detailed support in building mentoring skills.

Questions?

Close The Session

Please share one thing you learned today

1 — Wrap around email with training packet

2 — Complete the survey, link in the email

3 — Partnerships Manager will be in touch with you