



Virtual Aim High Training

WAITING ROOM

Please introduce yourself in the Chat!

Answer the following question:

- What's one thing you have unlearned from school?

Context: You can “unlearn” unconscious beliefs, assumptions, practices, and values about the nature of education/teaching, learning, or schooling.



BRIANNALLY ORTIZ

TRAINING & PARTNERSHIPS MANAGER

- Born & raised in Boston, A BPS Alumna (attended Blackstone Elementary, Edwards Middle, and Boston Latin Academy)
- Graduated Bucknell University as a Posse Scholar
- Fun Fact: I love to travel, especially to anywhere tropical/warm!

AGENDA

- Objectives
- Zoom & Training Session Norms
- Introductions
- BPiE & BPS Partnership
- Mentors Responsibilities
- 5 Minute Break
- What Makes a Good Mentor?
- Scenario-Based Discussions
- First day checklist and Next Steps
- Closing

TRAINING OBJECTIVES



Clarify your roles as mentors
and proctors



Build a foundation for
mentor-mentee relationships



Understand your responsibilities
and commitment as a virtual
academic mentor



Build a foundation for
mentor-proctor collaboration

ZOOM NORMS

Note: If you experience technical difficulties, you will have 5 minutes from the time you dropped off the platform to log back



Audio

For a prime listening environment, please stay muted



Video

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

TRAINING SESSION NORMS

- Please be open minded; listen to others' perspectives
 - We are all coming to this training with different levels of experience. Please share any relevant experiences that others may be able to learn from!
- Be prepared to have small group conversations
- “Step up and step back”
- What's said here stays here, what's learned here leaves here
- Others? Feel free to include them in the chat

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...
- Why do you want to volunteer?
- The most important thing I hope my student will gain is...
- And, most importantly.... Dunkin' or Starbucks or a local coffee shop?

BREAKOUT ROOM GUIDELINES

- 1 Introduce yourself
- 2 Decide who from the group will be sharing out when we come back together
- 3 Give each other equal “air time” - try to split speaking time evenly!

BREAKOUT ROOM

STUDENTS OF BPS



We are one of the most diverse school districts in the nation.



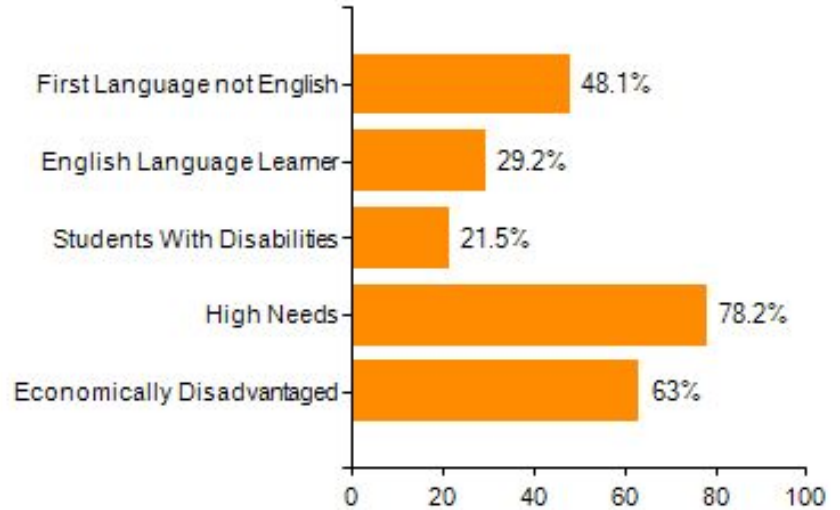
Nearly one in every two students speaks a language other than English at home



Our students come from 139 different countries.



2018 4-year graduation rate of 75.1 percent was the highest it has ever been—up 17.2 points since 2007



*More [resources](#) from MENTOR on racial equity and inclusive practices

*Visit the MA Dept of Elementary and Secondary Education: www.doe.mass.edu to learn more about BPS

Tips for Supporting 9-12 Grade Students Academically



- Before the first session, do some research to help prepare you
- Talk to the student about their academic strengths, struggles, and goals for themselves
- Work to understand what they find challenging or difficult
- Give the student time to think and work independently
- Emphasize the importance of the learning process - not just the answer
- Try out new approaches - discuss with your student what works best for them
- Offer tips and tricks that worked for you when you were in their position

TIPS FOR MENTORING 9-12 GRADE STUDENTS



- Be comfortable with silence, give the student time to think and react to what is happening
- Let the student have a voice and a choice in deciding activities
- Give guidance but do not do the work for the student
- Encourage the best from each student, give praise
- Be patient but persistent
- Don't expect conformity
- Earn their respect
- Keep your sense of humor

QUESTIONS?

RESPONSIBILITIES OF A MENTOR

How to Best Support Students



- Learn each student's name, pronouncing it correctly
- Be a good listener, get to know the "whole child"
- Comply with schools' online mentoring rules
- Work under the teacher's direction
- Be flexible, "Everyone you meet is fighting a battle you know nothing about. Be kind. Always." - Plato
- Maintain confidentiality

EXPECTATIONS OF A MENTOR



- Be consistent and be ready for each session
 - Log in early for online mentoring
- Remember that we are guests in the students learning environment in-person and/or online
- Set a good example by being courteous and respectful
- Practice patience and kindness
- Set boundaries and clear expectations with the student
- Establish a good rapport with all of the students

MENTORS SHOULD NOT

- Become emotionally involved with any one student
- Make a promise that cannot be kept
- Expect the student to do things the way you do them
- Expect students to view the world the same way you do
- 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

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

QUESTIONS?

FIVE MINUTE BREAK

What Makes a Good Mentor?

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

1

Identify one person who is a kind of mentor for you

2

Think about why that person is important

3

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

BREAKOUT ROOM GUIDELINES

- 1 If you are paired with someone new introduce yourself
- 2 Decide who from the group will be sharing out when we come back together
- 3 Give each other equal “air time” - try to split speaking time evenly!

AIM HIGH SCENARIO 1

The student you are working with doesn't seem engaged or motivated to do any work. You hear the student say: "I'm not smart enough to do this work. I should just drop out.", The student then gets frustrated, grabs their phone and starts texting someone.

How would you handle this situation?

BREAKOUT ROOM

HIGHLIGHTS

AIM HIGH SCENARIO 2

You notice that your mentee has been acting differently lately. They have been isolating themselves from the group and alienating themselves by saying hostile things to their peers. The student has been very sarcastic with you lately and seems disinterested in being part of the mentoring process. You decide to talk to them about the situation.

What do you say? How do you handle the situation from there?

BREAKOUT ROOM

HIGHLIGHTS

AIM HIGH SCENARIO 3

During a mentoring session, the student tells their mentor that their mom hit them the night before. The student asks the mentor to not tell anyone, saying “it doesn’t happen a lot.”

How would you handle this situation?

BREAKOUT ROOM

HIGHLIGHTS

Did you demonstrate the qualities of a Good Mentor?

- 1 Think about your list of qualities of a good mentor, are you holding yourself up to those same standards?
- 2 Based on our scenario activities: What changes would you make to the way you responded, if any?
- 3 Hold on to this list and revert back to it if you ever feel stuck or doubt yourself as a mentor

FIRST DAY CHECKLIST

BEFORE THE MENTORING SESSION

- Introduce yourself to the teacher or parent/guardian 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?
- Read the online safety tips posed by the Boston Public Schools
 - As of right now, one of them is to remember your vaccination card or to bring a negative COVID test from 48 hrs prior

*If Remote, there will be additional items on the checklist to cover

FIRST DAY CHECKLIST

DURING THE MENTORING SESSION

- Get to know the students by asking questions
- Set boundaries and clear expectations with the students and teachers
 - 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
- HAVE FUN!

FIRST DAY CHECKLIST

AFTER THE MENTORING SESSION

- Always do a wellness check with your students before the next 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!

Questions?

BEFORE YOU GO

Please share one thing you learned today in the chat

- 1 Wrap around email with training packet and a copy of the powerpoint
- 2 Complete the survey, link in the email
- 3 Partnerships Manager will be in touch in the next couple of months with updates



Thank you!