



**BOSTON
PARTNERS
IN EDUCATION**

Independent Learning Support
Training

BEFORE WE START

Please introduce yourself in the Chat!

Answer the following question:

- What was your favorite part of school? What do you wish had been different about school?



CLAIRE HAMMER

ILS PARTNERSHIPS MANAGER

- Interview, train, and support mentors in the process of working with students in BPS.
- Connecting with BPS families to assess their students' needs for mentors

AGENDA

1. Objectives
2. Zoom Norms & Training Session Norms
3. Introductions
4. What Makes a Good Mentor
5. Mentor Responsibilities
6. Proctor Role and Responsibilities
7. 5 Minute Break
8. Scenario-Based Discussions
9. First Day Checklist and Structuring Your Sessions
10. 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 in. Otherwise, you will need to sign up for another training



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 answer the following:

- Name?
- Why did you decide to volunteer with BPIE?
- Have you had a mentor before? If so, what impact did they have on you?
- And, importantly...Dunkin' or Starbucks?

BREAKOUT ROOM

What Makes a Good Mentor?

Take a moment to silently think of qualities and characteristics

- 1 Identify one person who has been a mentor for you
- 2 Think about why that person's role as a mentor was significant for you
- 3 Recall the qualities of that person that made you feel valued, motivated, etc, and write them down

STUDENTS OF BPS



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



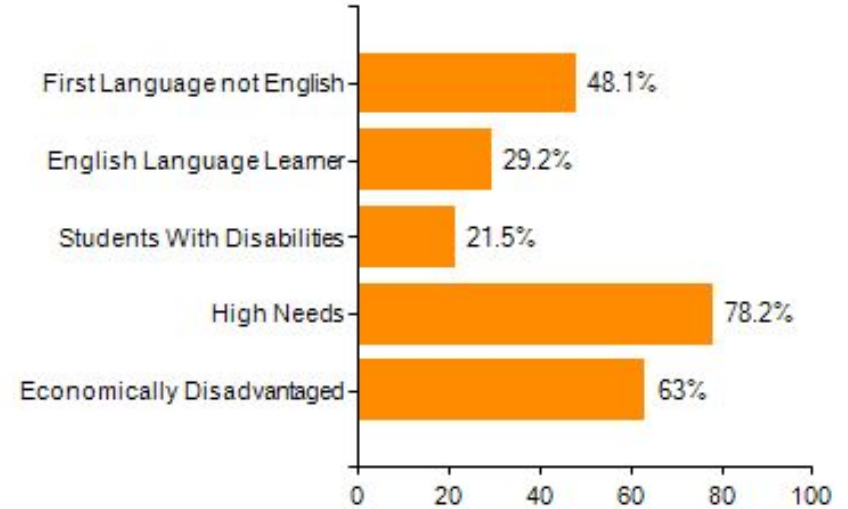
Nearly one in every two students speaks a language other than English at home



Our students come from 139 different countries.



In 2018, BPS reached its highest ever 4-year graduation rate: 75.1 percent. This was up 17.2 points since 2007



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

*Visit Doe.mass.edu to learn more about BPS

SUPPORTING STUDENTS

Tips for Building a Mentoring Relationship

- Be consistent
- Get to know the “whole child”
- Expect that the relationship will take time to build
- Be patient but persistent
- Set boundaries and clear expectations with the student
- Give praise to the student!
- Incorporate some fun into your mentoring time each week

SUPPORTING STUDENTS

Tips for Supporting Students Academically

- Before the first session, doing some research can help you prepare
- 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
- Expect repetition and practice
- Emphasize the importance of the learning process - not just the answer
- Try out new approaches - discuss with your student what works best for them

QUESTIONS?

MENTORS SHOULD NOT

BPIE Policies

- Meet students outside of school time or communicate electronically (Facebook, email, Twitter, phone, etc.)
- Give gifts or food to students
- Record a session or take photos or screenshots
- End the match without first communicating to your Partnerships Manager and with the parent/guardian and student(s)

Guidance and Recommendations

- Take a student's lack of enthusiasm personally
- 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
- Become too emotionally involved with their mentee

QUESTIONS?

THE ROLE OF A PROCTOR AND THE RELATIONSHIP BETWEEN PROCTORS AND MENTORS

Note: not all ILS matches will have proctors assigned by BPIE. In some cases, a student's parent or guardian may opt in to monitoring the match themselves. Regardless, this information is important for everyone participating to be aware of.

PROCTORS SHOULD:

- Remain silent during a mentoring session, unless an issue arises
- Commit to a regular schedule
- Maintain confidentiality
- Be comfortable with silence
- Be consistent and be ready for each session
- Report to Partnerships Manager when issues occur

PROCTORS SHOULD NOT:

- Interrupt or take charge of the match
- Discontinue the match without communication
- Be critical of the mentor's methods to the student
- Record session or take photos or screenshots
- Leave the mentor alone with a student

QUESTIONS?

FIVE MINUTE BREAK

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!

SCENARIO 1

You just started working with the student you are matched with, and you are so excited to build a relationship with your student. During your first session, the student doesn't turn on their camera. After two more sessions, you realize they don't plan to ever have their camera on.

How would you continue working to build a relationship with the student?

BREAKOUT ROOM

HIGHLIGHTS

SCENARIO 2

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. This work is too hard." Then the student got frustrated and walked away from the screen.

How would you handle this situation?

BREAKOUT ROOMS

HIGHLIGHTS

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.”

What would you do as a proctor? As a mentor?

BREAKOUT ROOM

HIGHLIGHTS

SCENARIOS REFLECTION:

DID YOU EMBODY THE QUALITIES YOU BRAINSTORMED EARLIER?

- 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 YOUR FIRST SESSION



- Introduce yourself to the teacher or the parent/guardian
 - Ask them questions to prepare for the first session
 - Ask about your student(s) and their interests, learning styles
- Prepare your space
- Read the [online safety tips posed by Boston Public Schools](#)

FIRST DAY CHECKLIST

DURING THE FIRST MENTORING SESSION

- Get to know the students by asking questions
- Set boundaries and clear expectations with the students
 - Discuss what you will do during mentoring sessions and set limits, such as only communicating with students during mentoring sessions
- Ask your students and teacher/parent about their goals for your mentoring relationship
- Do not expect to complete any work during your first session!

FIRST DAY CHECKLIST

AFTER THE FIRST MENTORING SESSION

- Set up a communication system with the parent/guardian and proctor, if applicable to your match
 - Establish how often you will communicate with each other - this will differ depending on the match!
- Ask if the student's teacher is aware they are working with a mentor, and if you could get in touch with them (optional)

Questions? Contact your Partnership Manager!

STRUCTURING A SESSION: A 3 STEP PROCESS

BEGINNING (1): CONNECTING

- Greeting & Checking in
- Identifying goals and objectives
- Discussing learning process

END (3): CLOSING

- Offering and accepting feedback
- Confirming and planning next session
- Closing and goodbye



MIDDLE (2): COLLABORATING

- Setting up action plan
- Breaking down task into smaller components
- Addressing each task through modeling best practices and strategies
- Asking mentee to summarize after completion of each task
- Assessing competency and confidence levels

SESSION STRUCTURE EXAMPLE

With ILS, mentors are not confined by a teacher's class agenda or lesson plan.

Consider working with your student to decide how you'd like to structure sessions. Here is a sample:

Weekly mentoring session, 4:30-5:30pm

- 4:30-4:35 - Temperature check (how is the student on a scale of 1-10?)
- 4:35-4:40 - Discuss how the past week has been, ask if they have anything specific they'd like to work on this session
- 4:40-5:20 - Complete homework, work on a project, etc.
- 5:20-5:30 - How is the student feeling about their work?
 - Is there anything they'd like to focus on next week? Was _____ method for support they tried this week helpful? Share a success (big or small) you noticed in the mentee this week.

Questions?

BEFORE YOU GO...

Please share in the chat one thing you learned today

You will receive an email upon completion of this session today, including:

- 01 | A copy of training slideshow
- 02 | A resources packet for mentoring through ILS
- 03 | A training feedback survey (please complete this)

The BPIE Staff Member you interviewed with will reach out in the coming weeks with potential match options.



Thank you!