



Virtual Aim High Training



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PARTNERSHIPS & TRAINING 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!

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

AGENDA

- Objectives
- Introductions
- Define Academic Mentor
- Students of BPS
- Mentors Responsibilities
- 5 Minute Break
- What Makes a Good Mentor?
- Scenario-Based Discussions & Reflection
- Next Steps/Closing

TRAINING OBJECTIVES



Clarify your roles as academic mentors



Build a foundation for mentor-mentee relationships



Understand your responsibilities and commitment as an academic mentor



Create a community of support

INTRODUCTIONS

Three minutes in your breakout rooms to answer:

- My name is...
- Why do you want to volunteer?
- 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.
- And, most importantly.... Dunkin' or Starbucks or a local coffee shop?

WHAT IS AN ACADEMIC MENTOR?

CREATE A WORD CLOUD

An academic mentor is a positive role model for a student who supports their mentee by giving academic advice, sharing resources, and caring about their students' success.

STUDENTS OF BPS



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



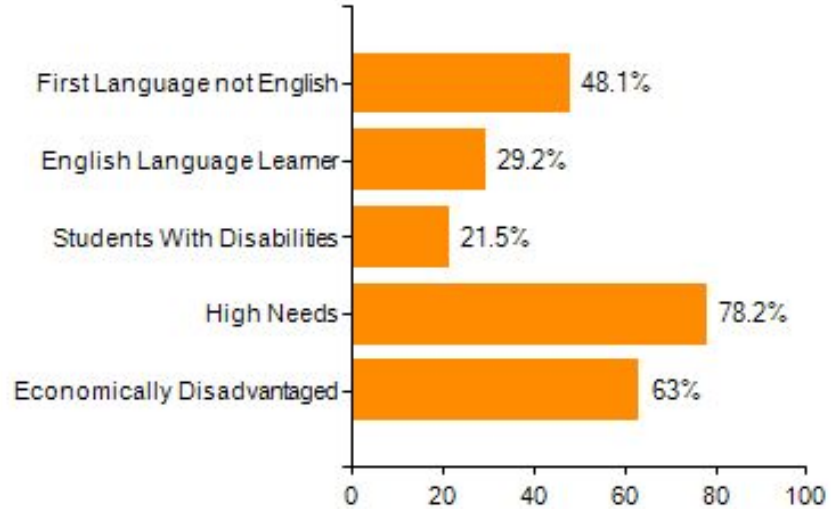
Nearly one in every two students speaks a language other than English at home



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

RESPONSIBILITIES OF AN ACADEMIC MENTOR



- Learn each student's name, pronouncing it correctly
- Be consistent and be ready for each session
- Be a good listener, get to know the "whole child"
- Set boundaries and clear expectations with the student
- Set a good example by being courteous and respectful
- Practice patience and kindness
- Remember that we are guests in the students' learning environment, in-person and/or online
- Be flexible. "Everyone you meet is fighting a battle you know nothing about. Be kind. Always." - Plato

MENTORS SHOULD NOT:

- Meet students outside of school time and/or communicate electronically outside of session time
- Expect the student to do things the way you do them and/or view the world the same way you do
- Make assumptions about a student's home life
- Be left in charge of a class and/or a student with no guidance in-person and/or online
- Be openly critical of teachers or the Boston Public Schools during sessions
- Use cell phones or do anything that may be disruptive to students' learning
- End the match without first communicating with your Partnerships Manager and with the teacher and student(s)



QUESTIONS?

TIPS FOR SUPPORTING 9-12 GRADE STUDENTS ACADEMICALLY



- Before the first session, do some research to help prepare yourself
- 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 and give guidance but do not do the work for the student
- 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 or how time will be divided
- Encourage the best from each student, give praise
- Be patient but persistent
- Don't expect conformity
- Earn their respect
- Keep your sense of humor

STRUCTURING A SESSION: 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

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 has been a 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?

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?

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?

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 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

*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 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 Aim High
- 03 | A training feedback survey (please complete this)

A BPIE Staff Member will reach out in the coming weeks with potential match options.

In the meantime - join our Facebook group! Tech Support is putting the link in the Zoom chat.



Thank you!