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**Minimum Expectations for Academic Mentoring**

Academic Mentoring at AZ GEAR UP Schools is intended to promote the following GEAR UP objectives:

|  |
| --- |
| * Improve academic performance |
| * Motivate students to stay in school (increase high school graduation rate) |
| * Motivate students to enroll in postsecondary education (increase college enrollment rate) |

This document outlines the minimum expectations for academic mentoring under the AZ GEAR UP grant, providing information on: I) What Academic Mentoring is; II) Implementation Steps; III) Documentation of services provided; and IV) In- and Out-of-Classroom Considerations.

**I. What is Academic Mentoring?**

Academic Mentoring is an intervention service that combines **mentoring** and **tutoring**.

**Tutoring** involves guiding students, usually individually, in a special subject, or for a particular purpose. Tutoring is *narrow in scope* (address students’ weaknesses in a particular academic area, e.g., math) and often *short-term.*

**Mentoring** is serving as a wise and trusted counselor and role model to students. Mentoring is *broad in scope* (Mentors and students discuss and share insights and feelings related to personal and academic/professional goals and how to reach them) and is typically *long-term.*

**Academic Mentoring** involves promoting academic achievement / subject content mastery, *and* instilling positive academic attitudes and motivation in students.

**Academic Mentors** are **college students** who work in and out of the classroom as tutors and role models/motivators of GEAR UP students. Academic Mentorsnot only help students remove academic challenges they face, such as, absences, poor grades, and homework problems, but also instill positive academic values, beliefs, and attitudes that promote college and career readiness. They serve as both Mentor and Tutor, and help students develop academic and non-cognitive / metacognitive skills.

**II. Implementation Steps**

There are four general steps to implementing Academic Mentoring in a GEAR UP School:

1. Recruiting / Selecting
2. Training
3. Supervision & Evaluation
4. Placement / Scheduling

This Section provides standards as well as tips for success for each of these implementation steps.

**A. Recruiting / Selecting**

1. **Establish the Position.** Academic Mentors, like GEAR UP Coordinators, are district employees. Check to see if your district has a tutor job established that will work for this position; if not, establish a job description within your district. See Sample Academic Mentor Job Descriptions (Attachment 1).

1. Be aware that establishment of new positions may require School Board Approval.
2. Districts are encouraged to work with the local university or community college to establish the position as a Work-Student job, to reduce the cost to the district.

**

**Tip from Experienced GEAR UP Coordinators***: Before you finalize your GEAR UP budget with*

*NAU, verify the wage amount established by your district including Employee Related Expenses (ERE) such as social security, FICA, etc, to ensure you budget adequately.*

**2. Follow your district policies and procedures for hiring.**  Typical steps are listed below. Be sure to start your recruitment well in advance of the start of the school year to allow time for all these steps:

* 1. Post the Position (on District Website; College Job Boards; craigslist.org, if District Policy allows). You may also network to recruit; teachers often know of past graduates, now in college, who would make great Academic Mentors – See Attachment 2 - Sample Academic Mentor Job Postings
  2. Establish an Interview Protocol– See Attachment 3 - Sample Interview Protocol.
  3. Establish a Hiring / Selection Committee – involve the teachers who will be working with the Academic Mentors
  4. Reference Checks, Background Checks/Fingerprinting, and E-Verify –Determine whether your district will allow Academic Mentors to work under the direct supervision of a teacher prior to their fingerprint clearance being completed.
  5. Offer Letter/Contract



**Tip from Experienced GEAR UP Coordinators***:* **Finding the right mentors is key!**  Remember that you want a tutor as much as a mentor.  Hire mentors reflective of your student population who value education and can relate to your students.  Psychology and education majors, with solid foundation in the subject to be tutored are ideal. Also, the most effective mentors have initiative and drive—and believe that with effort all students can master the subject and succeed.

**B. Training**

Both GEAR UP coordinators and teachers who will use Academic Mentors in their classrooms must be involved in, and responsible for, training and supervision of Academic Mentors (to varying degrees, with responsibility for different aspects of the Academic Mentors’ work).

**Tip from Experienced GEAR UP Coordinators***:* **Develop teacher buy-in**. Be sensitive to teachers’ needs.  They will appreciate knowing what is expected of them and having time to train their mentor.  Discuss their and the mentors' roles explicitly.

1. Train the Academic Mentors using on-line training modules and powerpoints modified from Weber State University (Ogden, Utah) Materials. (See Attachment 4) These modules cover:

* + Intro to Tutoring and Mentoring – on-line Weber State
  + Mentoring – on-line Weber State
  + Tutoring – on-line Weber State
  + Pre-College Knowledge - adapted
  + Cultural Competence & Sensitivity- adapted
  + Ethics - adapted
  + FERPA - adapted
  + Professionalism (School-Specific; you will need to modify)
  + Teaching Expectations (Academic Mentor meets with teacher of assigned class)
  + Documentation requirements (GEAR UP Coordinator trains Academic Mentor)

Training should be completed prior to the Academic Mentor’s first day in the classroom. Training materials are available on Haiku, under “Academic Mentoring” tab.

2. Order in advance, and provide copies, of teacher editions of the textbook to the Academic Mentor(s).

3. Teachers must provide copies of their lesson plans to the academic mentor(s).

4. Coordinators should review with each Academic Mentor the criteria that will be used on an on-going basis and at the end of the year to evaluate their performance, so expectations are clear. (See C.3 below).

**C. Supervision & Evaluation**

Teachers and GEAR UP Coordinators must meet with Academic Mentors regularly throughout the school year.

**1. Teachers**

1. Mentors should be scheduled to work at least an hour per week with their assigned teacher, during the teacher’s prep hour.
2. The purpose of teachers meeting regularly with assigned mentors is so they will be versed on the style of the particular teacher, and for planning, to go over material with the teacher beforehand so that they will be prepared prior to stepping into the classroom. It is also an opportunity for the Academic Mentor to get clarification on any subject matter, lesson plans, or in-class matters and to discuss issues related to specific students, and for the teacher to give feedback, both positive and constructive criticism, to the Academic Mentors to support their continuous improvement in the role.

**2. GEAR UP Coordinators**

1. Academic Mentors check-in with the GEAR UP Coordinator(s) **every day** they are scheduled to work – both before and after their “shift”. This provides for time sheet verification, as well as brief one-on-one time to address quick questions or concerns. Time sheets should be completed, per district policy.
2. Coordinators facilitate **monthly** debriefings together with all Academic Mentors. The purpose of these meetings is to ensure the effectiveness of the Academic Mentoring, to ensure the Academic Mentors feel supported and provides time for the Academic Mentors to share with each other strategies they found helpful in classes or with specific students.

**3. 6 Month and End-of Year Evaluation**

Academic Mentors must be evaluated per district policy. However, if the district has no requirement for part-time, 9-month employees to be evaluated, then the Coordinators are responsible for ensuring a formal evaluation is completed at least once per year. With the daily check-ins and monthly debriefings, there should be no surprises in the Evaluation, and any problems that may arise should be dealt with at the time, and not held off on until the formal evaluation. See Sample Evaluation Form (Attachment 5).

**D. Placement / Scheduling**

1. Establish which teachers each Academic Mentor will work with; get approval from administration and teachers.
2. Coordinate any scheduling issues / working around teacher and college schedules, while ensuring that academic mentoring is available to students on a regular, consistent basis.
3. Relationships are key! Ensure Academic Mentoring is available at the same times, in the same classes each week so that relationships can develop between students and the Academic Mentor and so that the teacher and the Academic Mentor can establish a working routine that is comfortable for all.
4. If the Academic Mentors are also working before or after school or on Saturdays, ensure consistent, regular schedules then too.

****

**Tip from Experienced GEAR UP Coordinators***:* **Establish a set routine**. Once your mentors are hired, create stability for them, and for your students.  Begin by establishing a schedule that works for everyone; keep in mind the school calendar, inc. holidays, half days, teacher in-services, etc. (mentor, teacher, coordinator, payroll processor).   Establish a regular day each week for returning the tutoring logs and at least once a month for “All-Mentor” Meetings.

**III. Documentation**:

* 1. **Logs:** Mentors keep logs of students they work with, for data documentation purposes. The log must include the name of each student the Mentor worked with, the date, the duration, and the subject tutored. Academic Mentoring services should be coded as NOS 200, and the subject area that each student was tutored in. See Attachment 6 for a Sample Academic Mentoring Log

** Tip from Experienced GEAR UP Coordinators***:* Create required forms (e.g., tutoring logs, class rosters) in advance and have them available for the Academic Mentors to pick up during their daily check-in.

* 1. **Sign-In Sheet Alternative:** For Saturday School or out-of class tutoring, sign-in sheets may be kept, instead of Tutoring Logs. If sign-in sheets are used, they must include date, duration, and subject tutored, along with each student’s name. All information must be legible.

**IV. In & Out of Classroom Considerations**

1. **Academic Mentoring in the classroom**

Academic Mentors serve as aids to teachers, and need to know what teachers expect of students. Teachers may have particular ways to teach topics, solve problems, or manage students’ behavior. Knowledge of these expectations is necessary to effectively help students. Tutor-Teacher relationship & communication is key.

1. **Academic Mentoring outside of the classroom**

Academic Mentors must follow the instructional guidelines of the classroom teacher when tutoring, even when the mentoring is occurring outside of a classroom (after-school, etc.). Training, communication of clear expectations and relationship-building are very important.

**Attachment 1 – Sample Job Descriptions**

**SAMPLE Academic Mentor**

**Job Description**

**POSITION TITLE:** Academic Mentor **DIVISION:**

**WORK YEAR:** 9 months/ no more than 19 hours per week **DEPARTMENT:** As Assigned

**SALARY/PAY RATE:** **LOCATION:** School(s)

**DEFINITION:**

Under the leadership of the teacher or Department Chairperson, the Academic Mentor performs instruction-related services; works directly with students and carries out assigned functions given by the teacher or the Department Chairperson. Performs job related duties as assigned.

**ESSENTIAL FUNCTIONS:**

1. Provides the support services required in implementing the instructional plan as prescribed by the curriculum teacher or Department Chairperson.
2. Provides tutorial assistance to individual students or small groups of students as requested by the teacher or Department Chairperson.
3. Assists students in the selection of materials, books and other print and non-print materials as utilized in the program.
4. Assists with administering, and recording test results.
5. Maintains individual student folders and student records; administer, score and record results of tests; collect data on student performance.
6. Assists teacher with room and instructional materials preparation.
7. Types, copies, and distributes instructional materials as requested by the teacher or Department Chairperson.
8. Ensures proper student usage of computer, audio-visual and other instructional equipment as needed in the program.
9. Types correspondence reporting student progress or problems.

**QUALIFICATIONS:**

1. High School diploma and an associate’s degree from an accredited institution or the equivalent of two years of college (60 credit hours) from an accredited institution(s).
2. Six months of general clerical or service work experience.
3. Effectively demonstrate both oral and written communication skills.
4. Good command of the English language as well as basic knowledge of the subject that is being taught in the program.
5. Ability to communicate and work effectively with staff, students, and parents.
6. Experience with computer hardware and software, audio-visual and other instructional equipment.
7. Ability to type with accuracy at a rate required to perform functions effectively.
8. Second language preferred for ESL assignments.

**SUPERVISION RECEIVED:** Principal or designee.

**SUPERVISION GIVEN:** None.

**Sample GEAR UP Academic Mentor Job Description For College Bulletin Boards**

**What is the Tutoring Program?**  
The GEAR UP Academic Mentor Program is assisting students through the use of Academic Mentors so that they may improve their GPA, be better prepared for college or a job upon graduation, and improve upon the students retention rate. Below is a broad list of criteria needed to become an Academic Mentor.  
  
**Who are the Academic Mentors and what are we looking for?**



* Academic Mentors from similar backgrounds as the students they mentor/tutor
* B Average
* Ability to tutor in major subject areas (Math, English, Science, etc.)
* Ability to relate well to underserved, high risk students.

**What will they do?**



* Work in the classroom during the regular school day to assist both the teacher and the students
* Assist with homework, assignments, special collaborative projects, and specific subjects.
* Assist the GEAR UP site Team with reporting, data/research gathering, and record keeping.

**When will they work?**



* During school in classrooms as teacher's aide
* During school in pull out programs
* Before or After school in the tutoring lab or classroom
* Occasional Saturdays to support special programs

Note: Academic mentors will not be placed in a one on one situation with students.

**How will they be trained?**



* On line + one day training
* Initial training followed by monthly meetings.

**Key Elements of the tutoring program:**



* Establish **relationships of trust** and open communication between Academic Mentor, teacher and students
* **Communicate with teachers** about ways to improving students' work
* **Communicate with the GEAR UP Coordinator** to discuss student progress

**Attachment 2 – Sample Job Postings**

**Sample GEAR UP Academic Mentor Job Posting for District Office**

**GEAR-UP Academic Mentors**

**JOB #XXXX**

**This is a part-time position.**

**Grant-funded: Future employment is contingent upon funding.**

The rate of pay is $9.00 per hour.

**General Statement of Responsibilities:** GEAR-UP Academic Mentors will provide intensive and extensive tutorial services for the GEAR UP High School students. Academic Mentors, in order to assist the student in his/her education endeavors, will utilize the resources of the GEAR UP site Team. Academic Mentors will provide feedback to GEAR UP staff regarding the progress the student is making.

**Qualifications:**

1. College experience with a minimum of 2.5 GPA.

2. Ability to tutor in major subject areas (Math, English, Science, etc.)

3. Ability to relate well to underserved, high risk students.

**Performance Responsibilities:**

1. Provide academic assistance to assigned students, either in a group or individually.

2. Establish liaison with the teacher and work under the teacher’s direction, if necessary to assist the student.

3. Be responsible for maintaining records on each student who is being tutored, including service logs, follow-up and periodic assessment.

4. Provide evaluations and other reports as requested by the GEAR UP staff.

5. Help students develop positive attitudes toward learning and studying.

**This position is open until filled.**

**Applications will be accepted XXX**

AN EQUAL OPPORTUNITY EMPLOYER/ADA

ALL POSITIONS ARE PAID ACCORDING TO THE XXXS.D. CLASSIFIED SALARY SCHEDULE

**Sample GEAR UP Academic Mentor Job Posting For College Bulletin Boards**

Academic Mentor Position

**Job Description:** Provide tutoring services that help high school students increase their academic achievement and proficiency in school subjects.

Qualifications:

* Ability & desire to work with high school students
* Proficient in Math, Science or English and have a minimum college GPA of 2.5
* Must have own transportation to & from Coolidge High School
* Excellent verbal/written and interactive skills
* Must be creative and take initiative
* Punctual & dependable
* Ability to relate well with high risk students
* Establish liaison and good working relationship with teachers
* Help students develop a positive attitude towards learning and studying
* Knowledge of adolescent and multicultural awareness preferred
* Must be currently enrolled in a community college or University
* Ability to pass a background and fingerprint clearance check

Note: External current students enrolled in college only.

Job Type/Wage: Part-time, $9.45/hour, Grade 8-Step 1, Grant-funded

Days/Hours: Varied days and afternoons during the school year.

Location: XXX High School

How to Apply: XXX School District Application with letter of recommendation (should be from a college professor), resume and unofficial college transcript

Contact: XXX, GEAR UP Coordinator

Phone Number and email address

**Attachment 3 – Sample Interview Protocol**

CLASSIFIED INTERVIEW QUESTIONS: GEAR UP Academic Mentor

Applicant Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position/Site Interviewed for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Tell us about yourself & your work experience, including any experience (paid or volunteer) working with high school age students.
2. What 3 words would your high school teachers or college professors use to describe your work ethic?
3. How do you function as a team member? Please give a specific example of your experience working on a team (not including playing sports) and how you contributed and worked with others to accomplish goals.”
4. How would you work with a student who is not motivated to do well in school?”
5. We are looking for tutors in a variety of subjects. Please tell me which subjects you believe you are best at, (would feel most comfortable tutoring) and how you know that. (If they don’t mention math or chemistry, ask specifically about their competence in those subjects)
6. We are looking for academic mentors who can not only help students grasp challenging subject matter, but also connect with students on a personal level, beyond just math and science, to motivate them to do well in school, and work hard to achieve their dreams.  Tell us why you think you are the best person to be an academic mentor at Coolidge High School.
7. Have you ever been subject to any discipline at a job? Explain.

**Attachment 4 – Accessing Weber State Training Modules**

Academic Mentor Training

How to Access Weber State’s Preparing to Serve: Online Training Modules

**Create an Account:**

* Begin by going to the Weber State University web page for ‘Center for Community Engaged Learning’ [www.weber.edu/CCEL](http://www.weber.edu/CCEL)
* Once on the Center for Community Engaged Learning webpage click on ‘Students’.
* In the ‘Students’ drop-down menu click on ‘On-line Training Modules’.
* You should now be on the Online Training Modules homepage. ***Step 1 (Register with CCEL)*** Where it says ‘Not a Weber State student, faculty or staff?” **click on Create Guest User Account**.  Follow the instructions to create your login and password and write this information down, so you can use it to access the tests/quizzes for all modules.

**Review the Modules and Complete Quizzes**

* Go back to [www.weber.edu/CCEL](http://www.weber.edu/CCEL)
* The modules and corresponding quizzes will be on the right-hand side of the webpage. **Academic Mentors should complete Modules Four, Five and Six on-line.**
* To begin, click on the Module #4 and read through the slides. At the end of the slides, click on the link for ‘chitester’ (<https://chitester.weber.edu/test.cfm?testid=35900>).You may be prompted to put in the username and password you created and take the quiz if you have logged out since you created your account.
* Close the page and go back to [www.weber.edu/CCEL](http://www.weber.edu/CCEL) each time you finish a quiz and click on the next required module. When you get to the end of the module click on the test link again and enter your login and password – this will take you to the test/quiz.
* Please be sure to be at a computer with access to a printer - when you complete the first quiz successfully you will be prompted to print out a *Certificate of Completion*. This certificate will be given to your supervisor and must be printed off at the time of completion – there is no mechanism for returning later to retrieve this certificate. If the quiz is not successfully completed, you may try again, using the login and password you created, until successful completion is accomplished.
* Once you have completed the Module Four, please complete modules Five and Six on-line using the same process.
* Modules One, Two, Three, Seven and Eight have been adapted and will be administered by the GEAR UP Coordinator.

**Attachment 5 – Sample Evaluation Form**

**GEAR UP Academic Mentor Performance Evaluation**

**Academic Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Evaluator’s** **Job Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation of job performance is an on-going process. This form is to be used for evaluations during the year when formal feedback is needed, or at least once per year.

**Criteria:**

**Part I. Communication:** Academic Mentor maintains consistent and effective communication through e-mail or telephone, or in person. Academic Mentor uses proper grammar, spelling, and punctuation in written correspondence and appropriate language to communicate with staff and students. Academic Mentor is assertive but respectful.

**Part II. Documentation:** Academic Mentor maintains clear and consistent documentation in compliance with GEAR UP requirements. Documentation is provided in a timely manner and contains minimal

errors.

**Part III. Professionalism:** Academic Mentor demonstrates attitudes, knowledge, and skills that enable him/her to aspire to and wisely apply the principles of excellence; accountability; and altruism to meet the needs of GEAR UP participants and staff. Academic Mentor maintains a level of ethical, legal, and moral conduct. Academic Mentor is able to follow and adhere to the GEAR UP requirements, well as other written or verbal guidelines.

**Part IV. Academic Mentoring skills:** Academic Mentor demonstrates effective Academic mentoring and tutoring skills and is a positive model for GEAR UP students. Academic Mentor demonstrates the use of appropriate incentives to motivate and encourage students to succeed and achieve goals. Academic Mentor has positive observation feedback from the GEAR UP teachers and coordinators as well as positive feedback from students.

**Part V. Overall Performance:** Academic Mentor performs all key responsibilities during the period of employment. Academic Mentor’s overall performance meets or exceeds the job expectations and standards. The factors include key responsibilities specific to this position as well as all other tasks not specifically listed.

**Rating Scale:**

1= *Strongly Disagree* 2= *Disagree* 3= *Neutral* 4= *Agree* 5= *Strongly Agree* N/A= *Not Applicable*

Please circle, mark, or X to select.

**Instructions:**

 Please fill out the following evaluation objectively and to the best of your ability.

 Please fill out all required fields.

 Please provide additional comments in the space provided as relevant and necessary.

 Add additional sheets if necessary.

**GEAR UP Academic Mentor Performance Evaluation Form – Page 2**

**Academic Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1= *Strongly Disagree* 2= *Disagree* 3= *Neutral* 4= *Agree* 5= *Strongly Agree* N/A= *Not Applicable*

**Part I: Communication**

1. Academic Mentor maintains regular, consistent, and effective communication with the GEAR UP staff and assigned teacher(s) to ensure reliable accessibility without being prompted.

1 2 3 4 5 N/A

2. Academic Mentor checks e-mails and voicemails on a regular basis and is prompt and thorough in replying to communication from GEAR UP staff and teachers.

1 2 3 4 5 N/A

3. Academic Mentor interacts effectively at all levels of the organization and modifies communication style to suit situation and audience.

1 2 3 4 5 N/A

4. Academic Mentor uses clear, concise, and objective language with proper use of grammar, spelling, and punctuation in written correspondences with staff and students.

1 2 3 4 5 N/A

5. Academic Mentor exercises solid listening, written, and oral communication skills in all interactions and is able to understand and follow directions.

1 2 3 4 5 N/A

6. Academic Mentor takes the necessary measures to inform the GEAR UP Coordinator, Teachers and/or students of any changes in availability or work schedules.

1 2 3 4 5 N/A

7. Academic Mentor is able to politely but firmly and effectively enforce policies and procedures with GEAR UP students.

1 2 3 4 5 N/A

**GEAR UP Academic Mentor Performance Evaluation Form – Page 3**

**Academic Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part II: Documentation**

1. Academic Mentor regularly maintains the student activity log to reflect all services provided to GEAR UP students.

1 2 3 4 5 N/A

2. Academic Mentor correctly and thoroughly maintains the student activity logs.

1 2 3 4 5 N/A

3. Academic Mentor maintains accurate records of correspondences.

1 2 3 4 5 N/A

4. Academic Mentor submits time sheets on time.

1 2 3 4 5 N/A

5. Academic Mentor ensures that the time sheets submitted contain minimal errors.

1 2 3 4 5 N/A

6. Academic Mentor is honest and realistic when filling out time sheets.

1 2 3 4 5 N/A

7. Academic Mentor ensures that there are no discrepancies between time sheets and student

activity logs.

1 2 3 4 5 N/A

8. Academic Mentor is able to provide necessary documentation when asked.

1 2 3 4 5 N/A

9. Academic Mentor maintains confidentiality and security of GEAR UP student information per

FERPA and school guidelines.

1 2 3 4 5 N/A

**GEAR UP Academic Mentor Performance Evaluation Form – Page 4**

**Academic Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part III: Professionalism**

1. Academic Mentor takes pride in work, behaves with ethical integrity, develops credibility,

has a positive attitude, and is focused, motivated, helpful, and trustworthy.

1 2 3 4 5 N/A

2. Academic Mentor models expected behaviors, displays emotional maturity, and is cordial

and respectful to all staff and participants.

1 2 3 4 5 N/A

3. Academic Mentor demonstrates awareness of and adheres to District and school policies and

procedures as well as other additional written and verbal guidelines.

1 2 3 4 5 N/A

4. Academic Mentor weighs knowledge of policies and procedures, program needs, and

common sense when making decisions.

1 2 3 4 5 N/A

5. Academic Mentor values the importance of delivering high quality Academic Mentoring/mentoring

services and supports a diverse group of students with varying needs.

1 2 3 4 5 N/A

6. Academic Mentor participates actively in group settings, offers opinions constructively, and

encourages cooperation and collaboration with other staff.

1 2 3 4 5 N/A

7. Academic Mentor is highly flexible, takes initiative, and is able to work independently with

minimal supervision.

1 2 3 4 5 N/A

8. Academic Mentor positively accepts constructive criticism, shares responsibility for failures,

does not repeat mistakes, and finds more effective approaches to completing tasks.

1 2 3 4 5 N/A

9. Academic Mentor finds ways to achieve desired results despite obstacles and limited

resources, and is able to obtain the maximum benefit from a minimum investment of time and resources.

1 2 3 4 5 N/A

10. Academic Mentor manages time competently and effectively, and is able to prioritize to meet deadlines and maintain uninterrupted service to GEAR UP students and staff.

1 2 3 4 5 N/A

**GEAR UP Academic Mentor Performance Evaluation Form – Page 5**

**Academic Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Academic Mentor is in regular and punctual attendance for GEAR UP events, activities, and

appointments.

1 2 3 4 5 N/A

12. Academic Mentor presents an appropriate appearance and always wears clean and neat

clothing as well as maintains proper hygiene.

1 2 3 4 5 N/A

**Part IV: Academic Mentoring Skills**

1. Academic Mentor consistently receives positive feedback from students.

1 2 3 4 5 N/A

2. Academic Mentor has positive observation feedback from the School staff.

1 2 3 4 5 N/A

3. Academic Mentor uses appropriate incentives and tools to motivate and encourage students

to succeed and achieve goals.

1 2 3 4 5 N/A

4. Academic Mentor shows effectiveness in planning Academic Mentoring sessions as demonstrated by correspondences and student activity log entries.

1 2 3 4 5 N/A

5. Academic Mentor demonstrates leadership qualities and is able and willing to learn on the

job.

1 2 3 4 5 N/A

**GEAR UP Academic Mentor Performance Evaluation Form – Page 6**

**Academic Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part V: Overall Performance**

5 **Exceptional**

Performance far exceeded expectations due to exceptionally high quality of work performed in all

*essential* areas of responsibility, resulting in an overall quality of work that was superior.

4 **Exceeded Expectations**

Performance consistently exceeded expectations in all *essential* areas of responsibility, and the

quality of work overall was excellent.

3 **Met Expectations**

Performance consistently met expectations in all *essential* areas of responsibility, at times possibly

exceeding expectations, and the quality of work overall was very good.

2 **Needs Improvement**

Performance did not *consistently* meet expectations – performance failed to meet expectations in

one or more *essential* areas of responsibility, and/or one or more of the most critical goals were

not met. An improvement plan must be developed with the committee.

1 **Unsatisfactory**

Performance was consistently below expectations in most *essential* areas of responsibility, and/or

reasonable progress toward critical goals was not made. Significant improvement is needed in one

or more important areas. An improvement plan must be developed with the committee.

**Employee’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My signature indicates that I have received a copy of this evaluation and its content has been discussed with me. Signing this form does not constitute my agreement or disagreement with this evaluation.

**Evaluator’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Evaluator’s Job Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluator’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervisor’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervisor’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment 6 – Sample Academic Mentoring Log**

**Academic Mentor Tutoring Log**

**Academic Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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