

ARIZONA  GEAR UP

**ACADEMIC MENTORING – 8TH GRADE**

**TOOLKIT**



## Academic Mentoring – 8<sup>th</sup> Grade Year ♦ T O O L K I T

### PURPOSE

This Toolkit provides information and documents to support the successful implementation of an Academic Mentoring intervention at GEAR UP schools.

“Academically mentored GEAR UP students’ grades in Algebra I and Algebra II were higher on average...outperformed non-GEAR UP students on the AIMS Math test...were more likely to have positive expectancies for future math performance...to see the value of doing well in high school math...and reported that the academic mentoring experience had a positive effect on their achievement and motivation.”

Kain, D.L. and Fetsco, T.G. (2011) Mentoring for Math Success. Northern Arizona University GEAR UP.  
A research study funded by RTI International.

### OBJECTIVE

Academic Mentoring fosters academic achievement / subject content mastery, *and* instills positive academic attitudes and motivation in students.

### STUDENT GRADE-LEVEL

This toolkit is intended for AZ GEAR UP schools implementing academic mentoring in 8th grade classrooms.

### TARGET AUDIENCE FOR TOOLKIT

This toolkit is written for GEAR UP Coordinators. However, school administrators, teachers and other college access professionals – any one responsible for improving the academic performance of, and creating college identities in, 8th grade students -- could potentially benefit from the information.

### TOOLKIT CONTENTS

This toolkit provides the following information:

- What is Academic Mentoring?
- Steps for Successful Implementation
- In- and Out-of-Classroom Considerations
- Important tips from experienced GEAR UP Coordinators who have implemented Academic Mentoring successfully.
- Attachments provide
  - sample academic mentor job descriptions
  - sample interview questions
  - a mentoring service log
  - a mentor evaluation form
  - training materials/resources
  - mentoring log



## 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 Mentors not only help students overcome academic challenges they face, such as absences, poor grades, or homework problems, but also instill positive academic values, beliefs, and attitudes that promote college and career readiness. They serve as both Mentor and Tutor, helping students develop academic and non-cognitive / metacognitive skills. Ideally, academic mentors are alumni of the school or a school very similar helping to foster the development of a college-going identity in the GEAR UP students they serve.

## II. Steps for Successful Implementation of Academic Mentoring

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

- A. Recruiting / Selecting
- B. Training
- C. Supervision & Evaluation
- D. Placement / Scheduling

*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.*



### 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 Description (Attachment 1).
  - a. Be aware that establishment of new positions may require School Board Approval.



- b. 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.

**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:

- a. Post the Position (on District Website; College Job Boards; job posting sites such as 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 Sample Academic Mentor Job Postings (Attachment 2)
- b. Establish an Interview Protocol– See Sample Interview Protocol (Attachment 3).
- c. Establish a Hiring / Selection Committee – involve the teachers who will be working with the Academic Mentors
- d. 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.
- e. 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).

1. Train the Academic Mentors using on-line training modules and PowerPoints modified from Webster State University (Ogden, Utah) Materials (See Attachment 4). These modules cover:
  - Tutoring/Mentoring (on line modules)
  - Pre-College Knowledge
  - Cultural Competence & Sensitivity
  - Ethics & FERPA (School-Specific; you will need to modify)
  - Professionalism (School-Specific; you will need to modify)
  - Math / Teaching Expectations & Service Documentation Requirements (School-Specific; you will need to create this module)

These modules should be completed prior to the Academic Mentor's placement in the classroom.

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

- a. Mentors should be scheduled to work at least an hour per week with their assigned teacher, during the teacher's prep hour. Any compensation for teachers for their time spent training, supervising or evaluating Academic Mentors must be established during the planning meeting and addressed in the workplan and budget.
- b. The purpose of teachers meeting regularly with assigned mentors is so they will be versed on the style and expectations 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, to the Academic Mentors to support their continuous improvement in the role.

*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.*



### 2. GEAR UP Coordinators

- a. 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.
- b. 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:

- A. **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, the NOS code and the subject. (See Attachment 6); alternative formats may be used if approved by NAU GEAR UP Staff.
- B. **Sign-In Sheet Alternative:** For Saturday School or out of class tutoring, sign-in sheets may be kept, instead of Academic Mentoring 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.
- C. It is critical for GEAR UP Coordinators to check the Academic Mentor logs as soon as possible after they are submitted, so any errors or missing information can be corrected while it is still fresh in the mentor’s mind. This also allows for timely feedback to the Academic Mentors. This consistent feedback, starting from Week 1, will support your Academic Mentors with understanding the importance of the data in the service logs being legible, complete, accurate and submitted consistently and on-time. This will also



ensure the Coordinator will meet AZ GEAR UP's data documentation standards when submitting the data to the state office.

*Tip from Experienced GEAR UP Coordinators: Create needed 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.*



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

##### A. 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.

##### B. 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 very important.







# ATTACHMENT 1

## Sample Academic Mentor Job Description



**SAMPLE Academic Mentor  
Job Description**

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<b>POSITION TITLE:</b>	Academic Mentor	<b>DIVISION:</b>	
<b>WORK YEAR:</b>	9 months/ no more than 19 hours per week	<b>DEPARTMENT:</b>	As Assigned
<b>SALARY/PAY RATE:</b>		<b>LOCATION:</b>	School(s)

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**DEFINITION:**

Under the supervision of the GEAR UP Coordinator generally, and assigned teachers, the Academic Mentor performs instruction-related services; works directly with students and carries out assigned functions given by the assigned teacher. 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 with administering and recording test results.
4. Maintains individual student folders and student records; collect data on student performance.
5. Assists teacher with room and instructional materials preparation.
6. Types, copies, and distributes instructional materials as requested by the teacher.
7. Ensures proper student usage of computer, audio-visual and other instructional equipment as needed in the program.
8. Maintains and submits service logs according to instructions.
9. Serves as a role model, inspiring and motivating students to excel academically and pursue postsecondary education.

**QUALIFICATIONS:**

1. High School diploma and currently enrolled in college, demonstrated mastery of Algebra I and Geometry (as evidenced by high school and/or college grades in these courses)
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.
5. Ability to communicate and work effectively with junior high school age students and teachers.
6. Experience with computer hardware and software, audio-visual and other instructional equipment.
7. Spanish proficiency preferred.

**SUPERVISION RECEIVED:** Principal or designee.

**SUPERVISION GIVEN:** None.

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# ATTACHMENT 2

## Sample Academic Mentor Job Postings



**SAMPLE FOR  
DISTRICT  
BULLETIN  
BOARD**

**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 one on one and small group tutorial services in 8th grade math and science classes. Academic Mentors serve as role models, inspiring and motivating students to excel academically and to pursue postsecondary education.

**Qualifications:**

1. Currently enrolled in college 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. Work well with assigned teacher(s), following the teacher's direction, to assist students.
3. Be responsible for maintaining records on services provided, 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 Description**  
**For College Bulletin Boards**  
**College Students Wanted to Work as GEAR UP Academic Mentors**  
**At XXXX Junior High School**  
**JOB #XXXX**

**What is an Academic Mentor?**

The GEAR UP Academic Mentors assist 8th grade students primarily with pre-algebra and algebra, both in and out of class, individually and in small groups, so that they may master the subject, improve their grades, and be better prepared for high school and, ultimately, college. They may occasionally assist students in other subjects. They also serve as role models, inspiring and motivating students to excel academically and to pursue postsecondary education.

**Who are the Academic Mentors and what are we looking for?**

- Academic Mentors are college students from similar backgrounds as our students, who attend XXX Junior High
- Minimum 2.75 Grade Point Average in College
- 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 in class and outside of class.
- 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. A teacher or the GEAR UP Coordinator will be present at all times.

**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 improve students' work
- **Communicate with the GEAR UP Coordinator** to discuss student progress

## Specific duties and responsibilities of Academic Mentors:

1. Provide **academic assistance** to assigned students, either in a group or individually.
2. **Liaison with the teacher** and work under the teacher's direction, to assist the student.
3. Attend **periodic training sessions** to increase competency in working with students.
4. **Maintain records** on all work performed, using service logs provided.
5. Provide **evaluations** and other reports as requested by the GEAR UP staff.
6. Help students **develop positive attitudes** toward learning and studying.
7. Help students **develop self-confidence**, reduce anxiety or fear of failure in academic work, and help student develop a college-going identity.
8. Help students develop a **high level of motivation** in academic areas.
9. Assist students in achieving a **better understanding of specific subject** material and in improving academic skill in designated subjects.
10. Help students **develop the study skills** necessary for academic success.
11. **Establish and maintain rapport** with assigned students.
12. Serve as a **role model** for students.

## How to Apply:

Apply at XXX Unified School District by Month Date, Year, Position Number XXXXX.

For more information, contact Name, GEAR UP Coordinator, at XXX.XXX.XXXX



# ATTACHMENT 3

## Sample Interview Protocol



# SAMPLE

## 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 junior high school age students.
2. What three 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 **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 science**, 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 **XX Junior High** School.
7. Have you ever been subject to any discipline at a job? Explain.





# ATTACHMENT 4

training modules and PowerPoints







## Academic Mentor Training

### HOW TO ACCESS WEBER STATE'S PREPARING TO SERVE: ONLINE TRAINING MODULES

- 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.
- **Create a Guest User Account, following the hyperlink and instructions provided.** Please write down your log-in and password, as you will be using it at the end of each module.
- The modules and corresponding quizzes are 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 – Intro to Tutoring and Mentoring -- and read through the slides. At the end of each module there will be a link to a quiz. You will enter the user name and password you created for your guest user account. 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*. You must give this certificate to your supervisor so it 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 for Arizona GEAR UP / Your School and will be administered by the GEAR UP Coordinator.



The training modules that are administered by GEAR UP are:

1. Cultural Competency and Sensitivity 2019
2. Ethics & FERPA 2019
3. Pre College 2019, and
4. Professionalism 2019

These powerpoints are available on the AZ GEAR UP Website, and may be customized to include school- or district-specific content.

## Cultural Competency

TRAINING MODULE

## Pre-college

TRAINING MODULE

Adapted from: <https://www.weber.edu/ccel/training.html>

## Ethics

TRAINING MODULE

## Professionalism

BASED ON: MASSEN, A. (2010). *PROFESSIONALISM TRAINING MODULE*. [HTTP://WWW.WEBER.EDU/COMMUNITYINVOLVEMENT/MENTORING\\_TUTORING.HTML](http://www.weber.edu/communityinvolvement/mentoring_tutoring.html)



## Cultural Sensitivity Quiz- Answer Key

**Passing = at least 4 of 5 correct**

1. Cultural competency is having the capacity to function effectively in other cultures. It is valuing and respecting diversity, and being sensitive to cultural differences.  
☒ True  
☐ False
2. Cultural sensitivity begins with being aware of one's biases, prejudices and knowledge about the person (s) with whom you are interacting.  
☒ True  
☐ False
3. Which is included in the definition of culture?  
☐ Gender  
☐ Sexual Orientation  
☐ Ethnicity  
☒ All of the above.
4. What is poverty?  
☐ The inability for an individual to maintain a job.  
☐ The inability of individuals to provide themselves with adequate housing.  
☒ The extent to which an individual goes without adequate resources.  
☐ The result of an individual's poor monetary decisions.
5. Sexual Orientation is a personal right, just as religious affiliation is; however, it differs in the fact that it is not protected under the law.  
☐ True  
☒ False



## Ethics Quiz – Answer Key

**Passing = at least 4 of 5 correct**

1. Sexual harassment includes which of the following forms:
  - ☐ Verbal conduct of a sexual nature
  - ☐ Physical conduct of a sexual nature
  - ☐ Visual conduct of a sexual nature
  - ☒ All of the above
  
2. What are three types of inappropriate relationships between students and mentors?
  - ☐ Academic, spiritual and financial.
  - ☒ Sexual, financial, and emotional.
  - ☐ Emotional, sexual, and professional.
  - ☐ Financial, professional, and emotional.
  
3. You may meet with a student off-campus, if that works best for both of you.
  - ☐ True
  - ☒ False
  
4. If a student mentions that they sometimes “hurt” themselves, should you report it to a coordinator?
  - ☒ Yes
  - ☐ No, not unless they are serious
  - ☐ No, it violates confidentiality
  - ☐ I don’t know
  
5. An Academic Mentor may give money to a student if he/she knows the student is struggling financially.
  - ☐ True
  - ☒ False



## FERPA Quiz – Answer Key

**Passing = at least 4 of 5 correct**

1. What types of student records are protected by FERPA?

- ☐ Health information
- ☐ Counselor evaluations
- ☐ Attendance and report cards
- ☒ All of the above

2. What is FERPA?

- ☒ An act that limits who can access student educational records.
- ☐ An act that gives schools the right to distribute educational records without parental consent.
- ☐ An act that protects families from negligence that may occur by the school.
- ☐ An act that prevents parents from suing schools or districts in regards to their student's educational records.

3. In which circumstances are schools allowed to release student information?

- a) ☐ When relatives request access
- b) ☐ In emergency situations
- c) ☐ When security personnel request access
- d) ☒ Both b and c

4. It is permissible to discuss student grades with the student's teacher.

- ☒ True
- ☐ False

5. The only way for a school to publicly post student grades is by assigning each student a unique code for each class.

- ☒ True
- ☐ False



## Pre-College Knowledge Quiz – Answer Key

**Passing = at least 4 of 5 correct**

1. Many universities have a high school GPA minimum requirement.

- ☒ True
- ☐ False

2. When speaking to students about college, what type of phrases should you use?

- ☐ “If you go to college...”
- ☐ “College is not for everyone...”
- ☒ “When you go to college...”
- ☐ All of the above.

3. Which is not a type of federal financial aid?

- ☐ Pell grants
- ☐ Work study
- ☒ Private Scholarships
- ☐ Perkins loans

4. You cannot recruit students to attend a specific university.

- ☒ True
- ☐ False

5. Scholarships are only for athletes and ‘A’ students.

- ☐ True
- ☒ False



# ATTACHMENT 5

## Academic mentor evaluation form





**SAMPLE EVALUTATION FORM**  
**NAU/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
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2. Academic Mentor submits accurate, legible student activity logs on time.

1	2	3	4	5	N/A
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3. Academic Mentor submits time sheets on time.

1	2	3	4	5	N/A
---	---	---	---	---	-----

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

1	2	3	4	5	N/A
---	---	---	---	---	-----

5. Academic Mentor ensures that there are no discrepancies between time sheets and student activity logs.

1	2	3	4	5	N/A
---	---	---	---	---	-----

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

1	2	3	4	5	N/A
---	---	---	---	---	-----

7. 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 values the importance of delivering high quality services and supports a diverse group of students with varying needs.

1      2      3      4      5      N/A

5. 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

6. Academic Mentor is highly flexible, takes initiative, and is able to work independently with minimal supervision.

1      2      3      4      5      N/A

7. 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

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

1      2      3      4      5      N/A

9. 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

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

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

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

1	2	3	4	5	N/A
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### 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 teacher feedback 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

## Mentoring Log





