

2021

Academic Mentoring

Toolkit



"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.

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Arizona GEAR UP created the Academic Mentoring Toolkit to provide information and resources for GEAR UP Coaches, teachers, administrators, and other college access professionals to successfully implement an academic mentoring program for high school students.

Direct any questions to GEAR.UP@nau.edu. You can also find additional resources at www.nau.edu/GEARUP.



Mentoring vs. Tutoring

Academic Mentoring provides intervention that combines mentoring and tutoring.

Tutoring

Tutors guide students, usually individually, in a special subject area or for a particular purpose. This narrow scope addresses students' weaknesses in a particular academic area, and is often short-term.

Mentoring

A mentor becomes a wise and trusted counselor and role model to students. Mentoring provides a broad scope, which can include sharing insights and feelings about personal and academic/professional goals and how to reach them. It typically becomes a long-term relationship.

Academic Mentoring

Academic Mentors help instill and promote academic achievement, subject content mastery, and positive academic attitudes and motivation in students.

Academic Mentors

Arizona GEAR UP asserts that college students who work in and out of the classroom as tutors and role models/motivators make the best Academic Mentors. These college students 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 to help foster development of a college-going identity in the GEAR UP students they serve.



Smart Planning

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 make sure you accurately budget.





Successful Mentoring

Recruiting & Selection Supervision & Evaluation

Success

Training Placement & Schedule

Recruiting and Selecting

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

- Be aware that establishing new positions may require school board approval.
- Districts are encouraged to work with the local university or community college to establish the position as a
 Work-Study job to reduce the cost to the district.

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

 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 past graduates, now in college, who would make great Academic Mentors. (See Sample Academic Mentor Job Postings.)

- Establish an Interview Protocol. (See Sample Interview Protocol.)
- Establish a Hiring/Selection Committee. Involve the teachers who will be working with the Academic Mentors.
- Conduct reference checks, background checks/fingerprinting, and e-verify candidates. Determine whether your district will allow Academic Mentors to work under the direct supervision of a teacher prior to completing fingerprint clearance.
- Offer Letter/Contract



The right mentor 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 matter, are ideal. Also, the most effective mentors have initiative and drive—and believe that with effort, all students can master the subject and succeed.



Training

Both GEAR UP coaches 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).

Train the Academic Mentors using online training modules and PowerPoints modified from Webster State University (Ogden, Utah) Materials (See Attachment 4).

These modules cover::

- Tutoring/Mentoring (online modules)
- Pre-College Knowledge
- Cultural Competence & Sensitivity
- Ethics & FERPA (School-Specific; you will need to modify)
- Math/Teaching Expectations & Service Documentation Requirements (School-Specific; you will need to create this module.)

Complete modules before you place mentor in classroom.

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

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

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



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.





Supervision & Evaluation

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

Teachers

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.

The purpose of meeting regularly with assigned mentors is to verse them on the style and expectations of the teacher, for planning, and to go over material prior to them stepping into the classroom. It is also an opportunity for the Academic Mentor to get clarification on any subjects, lesson plans, or in-class matters, and discuss issues related to specific students. This time is also great for the teacher to provide positive and constructive feedback to support the Academic Mentor's continuous improvement.

GEAR UP Coaches

Academic Mentors check-in with the GEAR UP Coach(es) every day they are scheduled to work—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. Complete time sheets, per district policy.

Coaches facilitate monthly debriefings with all Academic Mentors with the goal to ensure effective mentoring, support the Academic Mentors, and provide time for the Academic Mentors to share helpful classroom and student strategies with each other.

Six-Month and End-of-Year Evaluation:

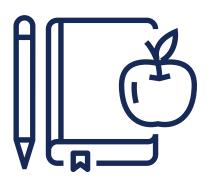
Evaluate Academic Mentors per district policy. If the district has no evaluation requirements for part-time, 9-month employees, then Coaches are responsible for completing a formal evaluation at least once per year. With the daily check-ins and monthly debriefings, no surprises should occur in the evaluation. Please address any problems as they arise. See Sample Evaluation Form (Attachment 5).

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.

Placement / Scheduling

- Establish which teachers each Academic Mentor will work with, and get approval from administration and teachers.
- Coordinate schedules with teacher to ensure that Academic Mentor is available for students on a regular, consistent basis.
- 3. Relationships are key! Ensure Academic Mentor is available at the same times, in the same classes each week to encourage relationship building between students and the Academic Mentor. This also helps the teacher and the Academic Mentor 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.





Documentation

Logs

Mentors must keep student logs for data documentation purposes. They must include each student the Mentor assisted, date, duration, NOS code, and subject area. (See Attachment 6). Alternative formats may be approved by NAU GEAR UP Staff.

Sign-In Sheet Alternative

For Saturday School or out-of-class tutoring, legible sign-in sheets may be kept, instead of mentoring logs. They must include each student's name, date, duration, and subject tutored.

Mentor Logs

GEAR UP Coaches must check logs as soon as possible to correct any errors or missing information. This also allows for timely feedback to the Academic Mentors. Consistent feedback, starting from Week 1, will instill the importance of accurate, timely, and legible data collection from your mentors.

Plan Ahead

Create necessary forms (e.g., tutoring logs, class rosters) in advance and make them available for the Academic Mentors to record student participation data. Establish a procedure ahead of time to collect the data that will be processed with Weekly Individual Service Logs (WISLs).





In & Out of Classroom

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.

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.



Regular Check-in.

Decide a set time each week that mentors meet with their teachers to review topics, instructional styles, student needs, and any behavior incidents that need addressed during mentoring.





Supporting Documents



On the next few pages, you'll find extra resources for your Academic Mentoring Program.

Don't hesitate to contact the Arizona GEAR UP office if you have any questions. Schools Coordinator Rebecca McIlvaine can be reached at (602) 776-4639 or Rebecca.McIlvaine@nau.edu. Other resources can also be found at www.NAU.edu/GEARUP.



SAMPLE

Academic Mentor Job Description

POSITION TITLE: Academic Mentor

DIVISION:

WORK YEAR:9 months/no more than 19 hours per week **SALARY/PAY RATE:**

DEPARTMENT: As Assigned LOCATION: School(s)

DEFINITION:

Under the supervision of the GEAR UP Coach, an 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 support services required to implement 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; collects 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.
- 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 high school 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.



SAMPLE

Job Description District Board JOB #XXXX

This is a part-time position.

Grant-funded: Future employment is contingent upon funding.

The rate of pay is \$XX.00 per hour.

General Statement of Responsibilities:

GEAR UP Academic Mentors will provide intensive and extensive one-on-one and small group tutorial services for high school academic 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 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

Job Description College Boards

College Students Wanted to Work as GEAR UP Academic Mentors At XXXX High School

JOB #XXXX

What is an Academic Mentor?

The GEAR UP Academic Mentors assist high school students primarily with 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 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 Coach 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 Coach to discuss student progress

Specific duties and responsibilities of Academic Mentors:

- 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 students 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 skills 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 Coach, at XXX.XXX.XXXX



Sample

CLASSIFIED INTERVIEW QUESTIONS: GEAR UP Academic Mentor

Аp	Applicant Name: Date:	
Po	Position/Site Interviewed for:	
Int	Interviewed by:	
1.	 Tell us about yourself & your work experience, including any experience (paid or volunteer) work high school age students. 	ing with
2.	2. What three words would your high school teachers or college professors use to describe your wo	ork ethic?
3.	 How do you function as a team member? Please give a specific example of your experience wo team (not including playing sports) and how you contributed and worked with others to accomplise 	•
4.	4. How would you work with a student who is not motivated to do well in school?	
5.	5. We are looking for tutors in subjects. Please tell me which subjects you believe you are best at, (most comfortable tutoring) and how you know that. (If they don't mention Math or Science, ask sabout their competence in those subjects)	
6.	6. We are looking for academic mentors who can not only help students grasp challenging subject also connect with students on a personal level, beyond just math and science, to motivate them in school, and work hard to achieve their dreams. Tell us why you think you are the best person academic mentor at XX High School.	to do well
7.	7. Have you ever been subject to any discipline at a job? Explain.	



Academic Mentor Training

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

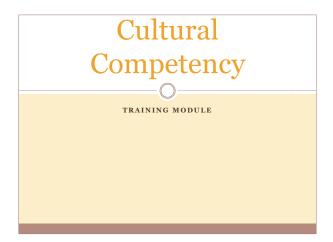
- Begin by going to the Weber State University web page for 'Center for Community Engaged Learning' www.weber.edu/
- Once on the Center for Community Engaged Learning webpage click on 'Students'.
- In the 'Students' drop-down menu click on 'Training Modules'.
- You should now be on the Training Modules homepage.
- Create a Guest User Account, following the hyperlink and instructions provided. Please write down your login and password, as you will be using it at the end of each module.
- The modules and corresponding guizzes are on the right-hand side of the webpage. Academic Mentors should complete Modules Four. Five and Six online.
- 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 guiz. 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 guiz, 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 guiz 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 online 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 Coaches. These modules will be available on Microsoft Teams.

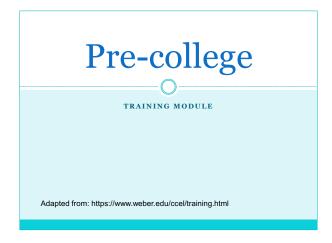


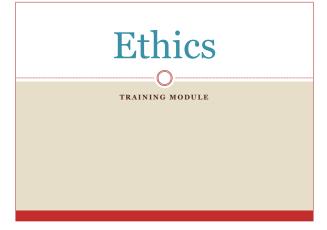
The training modules that are administered by GEAR UP are:

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

These powerpoints are available in AZ GEAR UP Microsoft Teams, and may be customized to include school- or district-specific content.









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
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
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



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?							
	☐ When relatives request access							
	☐ In emergency situations							
	☐ When security personnel request access							
	☑ Both 2 and 3							
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 Ioans
4.	You cannot recruit students to attend a specific university.
	□ True
	□ False
5.	Scholarships are only for athletes and 'A' students.
	□ True
	▼ False



SAMPLE

Evaluation 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:

- $\sqrt{\text{Please fill out the following evaluation objectively and to the best of your ability.}}$
- $\sqrt{\text{Please fill out all required fields.}}$
- $\sqrt{\text{Please provide additional comments in the space provided as relevant and necessary.}$
- $\sqrt{\text{Add}}$ additional sheets if necessary.



Ac	ademic Mer	ntor:					Date:	
	aluator:					E		·
1=5	Strongly Dis	agree	2=Disag	gree 3=	Neutral	4=Agree	5=Strongly Agree	N/A=Not Applicable
Pa	rt I: Commi	unicati	ion					
1.				•			l effective communicing prompted.	cation with the GEAR UP staff and assigned
	1	2	3	4	5	N/A		
2.	Academic nication from					emails on	a regular basis and	is prompt and thorough in replying to commu-
	1	2	3	4	5	N/A		
3.	Academic tion and au			ts effecti	vely at a	ll levels o	f the organization a	nd modifies communication style to suit situa-
	1	2	3	4	5	N/A		
4.	Academic written co						language with prop	er use of grammar, spelling, and punctuation in
	1	2	3	4	5	N/A		
5.	Academic understand				listening	, written,	and oral communica	ation skills in all interactions and is able to
	1	2	3	4	5	N/A		
6.	Academic es in availa					asures to i	inform the GEAR UF	Coach, teachers and/or students of any chang
	1	2	3	4	5	N/A		
7.	Academic	Mentor	r is able	to polite	ly but firr	mly and ef	ffectively enforce po	olicies and procedures with GEAR UP students.
	1	2	3	4	5	N/A		



	ademic Me aluator:						Date: Evaluator's Job Title:		
1=	Strongly Di	sagree	2=Disaç	gree 3=	Neutral	4=Agree	5=Strongly Agree N/A=Not Applicable		
Pa	rt II: Docu	ımentat	ion						
1.	Academic	: Mento	r regular	ly mainta	ains the	student ad	ctivity log to reflect all services provided to GEAR UP students.		
	1	2	3	4	5	N/A			
2.	Academic	: Mento	r submits	s accurat	te, legibl	e student	activity logs on time.		
	1	2	3	4	5	N/A			
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 Academic	2 Mento	3 r ensure:	4 s that the		N/A no discrepa	ancies between time sheets and student activity logs.		
	1	2	3	4	5	N/A			
5.	Academic Mentor is able to provide necessary documentation when asked.								
	1	2	3	4	5	N/A			
6.	Academic guideline		r mainta	ins confi	dentialit	y and secu	urity of GEAR UP student information per FERPA and school		
	1	2	3	Δ	5	Ν/Δ			



Academic Mentor:Evaluator:							Date: Evaluator's Job Title:	
Pai	rt III: Prof	ession	alism					
Aca	ndemic Me focused,						ical integrity, develops credibility, has a positive attitude, and is	
	1	2	3	4	5	N/A		
Me	ntor mode	els expe	cted beha	aviors, di	splays e	motional	maturity, and is cordial & respectful to staff and participants.	
	1	2	3	4	5	N/A		
Aca	ndemic Me other add						eres to District and school policies and procedures as well as	
	1	2	3	4	5	N/A		
Aca	ndemic Me with vary			mportan	ice of de	livering h	igh quality services and supports a diverse group of students	
	1	2	3	4	5	N/A		
Me	ntor partio	cipates i	in group s	settings,	offers co	onstructiv	e opinions, and encourages cooperation & collaboration.	
	1	2	3	4	5	N/A		
Aca	ndemic Me	entor is	highly fle	xible, tal	kes initia	ative, and	is able to work independently with minimal supervision.	
	1	2	3	4	5	N/A		
Aca	ndemic Me and finds						sm, shares responsibility for failures, does not repeat mistakes, asks.	
	1	2	3	4	5	N/A		
Aca	ndemic Me	entor is	in regula	r and pur	nctual at	tendance	for GEAR UP events, activities, and appointments.	
	1	2	3	4	5	N/A		
7.	Academi	c Mento	or dresses	s appropi	riately ar	nd always	s wears clean and neat clothing as well as maintains proper hygiene.	
	1	2	3	4	5	N/A		



1=Stron	gly Dis	agree	2=Disagree	e 3=Neutra	al 4=Agree	5=Strongly Agree N/A=Not Applicable		
Part IV:	Acad	emic l	Mentoring	Skills				
Academ	ic Mer	tor co	nsistently re	ceives posi	tive feedbac	k from students.		
	1	2	3	4 5	N/A			
Academ	ic Mer	tor ha	s positive ob	servation f	eedback froi	m the School staff.		
	1	2	3	4 5	N/A			
Academ goal		tor use	es appropria	te incentive	es and tools	to motivate and encourage students to succeed and achieve		
	1	2	3	4 5	N/A			
			ows effectiv	•	anning Acad	emic Mentoring sessions as demonstrated by teacher feedback		
	1	2	3	4 5	N/A			
Academ	ic Mer	tor de	monstrates	leadership o	qualities and	d is able and willing to learn on the job.		
	1	2	3	4 5	N/A			



Academic Mentor:	Date:
Evaluator:	Evaluator's Job Title:
Part V: Overall Performance	
5 Exceptional Performance far exceeded expectations du sponsibility, resulting in an overall quality of	e to exceptionally high quality of work performed in all essential areas of refework that was superior.
4 Exceeded Expectations Performance consistently exceeded expect excellent.	ations in all essential areas of responsibility, and the quality of work overall wa
3 Met Expectations Performance consistently met expectations tions, and the quality of work overall was v	in all essential areas of responsibility, at times possibly exceeding expectaery good.
	ectations – performance failed to meet expectations in one or more essential a the most critical goals were not met. An improvement plan must be developed
	tations in most essential areas of responsibility, and/or reasonable progress cant improvement is needed in one or more important areas. An improvement e.
Employee's Signature:	Date:
My signature indicates that I have received this form does not constitute my agreemer	a copy of this evaluation and its content has been discussed with me. Signing t or disagreement with this evaluation.
Evaluator's Name:	
Evaluator's Job Title:	
Evaluator's Signature:	Date:
Supervisor's Name:	
Supervisor's Signature:	Date:



Academic Mentoring Log



Academic Mentor:			School:				
Date	Student Name	Classroom/Teacher	Subject	NOS Code	Mode	Timing	Duration
				<u> </u>			
				1			
				1			

