

Hosting Science Mentors: A Handbook for Middle and High Schools

Sara Chavarria, Ph.D.

Director of Education Outreach

Dean's Office of Education Outreach
The University of Arizona College of Education
in collaboration with Wildcat School and Project SOAR

November 2011



College
of
Education

ACKNOWLEDGEMENTS

This product is the result of collaboration between Project SOAR, Wildcat School, and the UA College of Education Outreach Office. The Outreach Office wishes to thank Wildcat School for opening their doors to our work in designing this tool. They graciously let me experiment on different ways to execute mentor/mentee programs. For five years they have allowed me to adapt and re-design the approaches I took until I felt confident in how best to receive mentors into a school environment. I have enjoyed hosting mentors at Wildcat School and hope to continue to work on refining this hosting process.

This version of the handbook refines ideas, recommendations and support documents collected through the efforts of UA undergraduate students with Wildcat School. As it is introduced at your school the outreach office would love to have feedback on how to improve on the product. Ultimately, I wish to help schools be better prepared to host college volunteers as this becomes a growing trend in cities that house our great American universities. I welcome all advice and am glad to incorporate ideas that will make this work better.

The College of Education encourages you to photocopy and use any materials included in the handbook, as often as you need. All that is requested in exchange is that the handbook be referenced and acknowledged when used.

I would also like to thank Nicole Meador for her contributions to the handbook and Jennifer Varela for her excellent editing of the handbook.

Sara Chavarria, Ph.D.

Director of Education Outreach
The University of Arizona College of Education
spchavar@email.arizona.edu



We like to hear from our partners! Help us make this tool friendlier. Please send us your suggestions.

Jen Varela
jenvarela@email.arizona.edu

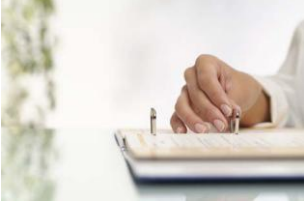
Sara Chavarria
spchavar@email.arizona.edu



TABLE OF CONTENTS

INTRODUCTION.....	1
<i>The Handbook</i>	
<i>Why host mentors?</i>	
SECTION 1: THE MENTOR/MENTEE RELATIONSHIP IN YOUR SCHOOL.....	2
SECTION 2: SELECTING THE MENTEES.....	3
<i>Who?</i>	
<i>How?</i>	
SECTION 3: UNDERSTANDING WHO THE UA MENTORS ARE.....	4
<i>Science Mentors</i>	
<i>What mentors are not!</i>	
<i>Get to know your mentors</i>	
SECTION 4: WHO IS THE COORDINATOR & WHAT ROLE DO THEY PLAY?.....	6
<i>WHO is the coordinator?</i>	
<i>WHAT is the coordinator's role?</i>	
<i>HOW to select your coordinator</i>	
SECTION 5: SUGGESTED ACTIVITIES.....	8
<i>Useful Learning Activities Performed by Project SOAR Science Mentors</i>	
<i>Relationship building activities</i>	
<i>Games</i>	
APPENDIX: INSTRUCTIONS & ACTIVITIES FOR ACADEMIC MENTORS.....	10
R1-Middle School Mentee Background Information Form	
R2-Mentee Application	
R3-Mentor/Mentee Goals Contract-Mentor Guide	
R4-Mentor/Mentee Goals Contract	
R5-UA Mentor Form	
R6-Science Mentor Activity Log	
R7-Orientation and Training Check List: Host School Orientation	
R8-Orientation and Training Check List: Mentor Orientation	
R9-Suggested Mentor Dress Code	
R10-Procedures for Reporting Questionable Behavior and Notes on Inappropriate Questions/Concerns between Mentor and Mentee	
R11- Procedures for Reporting Child Abuse	

INTRODUCTION



The Handbook

The purpose of this guide is to assist schools in the successful implementation of a mentor program. The program is to encourage a positive and worthwhile affiliation between the mentees, mentors, and teachers.

This handbook exists as a foundation and model. As such, it is expected to be adapted to apply to diverse educational environments. It is not meant to be an exhaustive or stringent tool. Each school community has a unique culture and demographic; in like manner, mentors join the team bringing their own personal experiences and distinct characteristics. Adapting this instrument to meet the diverse needs of your situation is highly recommended.

The following sections will describe the mentees and mentors, provide a check list for the host school, explain the coordinator's responsibilities, and include reproducible attachments that can be used to facilitate activities for building strong relationships. In the **Appendix** there are forms and activities we have designed for use at Wildcat School. You can locate a review box after each section, for quick reference to relevant, reproducible documents. You are welcome to reproduce them and use them as we designed them. However, we highly support all efforts to design and recreate tools that suit your particular school and class needs by using ours as examples. We realize all circumstances are different and you may have different tools, questions, or activities you wish to emphasize.

Why host mentors?

Mentoring exists to provide benefits for everyone involved. A successful mentor program will allow mentors to experience personal growth that is beyond what they encounter in their college career. For mentees, the program exposes them to relationships that encourage increased motivation and a stronger appreciation of their academic lives. Finally, the teachers and schools are positively affected by the increased commitment of their students and ultimately, valuable student progress.

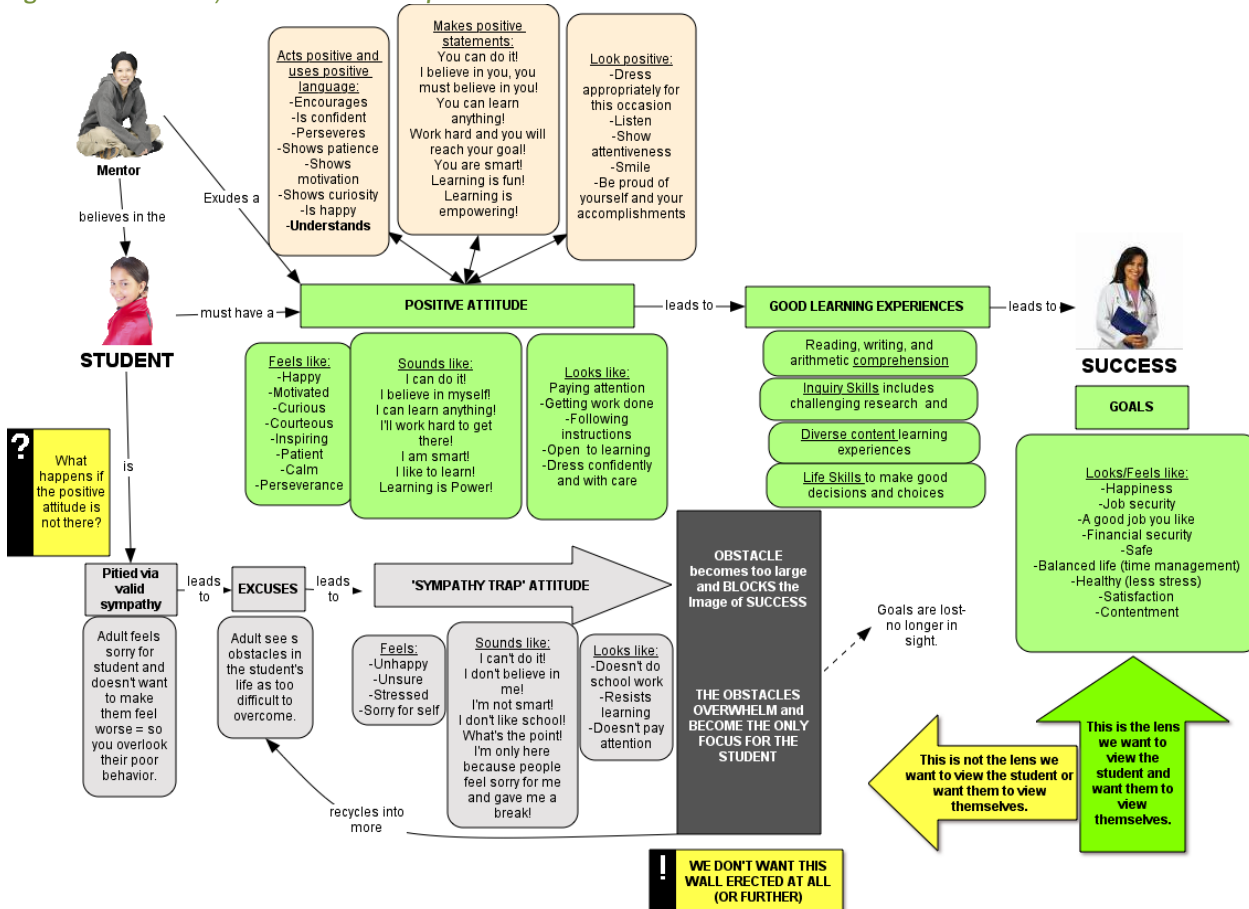
SECTION 1: THE MENTOR/MENTEE RELATIONSHIP IN YOUR SCHOOL

The relationship between the mentee and mentor should mirror what many young students already have available within their families and communities. Young people benefit from having role models in their lives that demonstrate manners, organization, motivation, and academic integrity. Utilizing qualified undergraduate university students to fill gaps for students who do not already have those role models nearby will help assure that they have the access and guidance that is often necessary for not only understanding the importance of a college education, but also planning a path that will lead to post-secondary schooling.

Mentors typically commit to the program for one semester. To avoid disappointment when the mentors move on from the program, mentoring groups are recommended, rather than pairing one mentee with one mentor. (This is explained in more detail in Section 4.) On one final note, the last day the mentor meets with the mentee it is imperative that the mentor communicate to the student that they are not returning and explain the reasons for this. Because most mentors are college students, explaining to the mentor the semester and year commitments and how that influences schedules is perfectly fine. Mentors should be enthusiastic about their evolving role as college students as this relates to the mentee that the college experience is fluid and dynamic.

Figure 1 visually illustrates how the mentor in the student's life can add an additional positive element to the student's learning experience. Additionally, the diagram illustrates why it is important to create a supportive relationship between mentor and mentee.

Figure 1: The Mentor/Mentee Relationship.



SECTION 2: SELECTING THE MENTEES

Careful selection of the mentees is extremely important. Decisions regarding who you select and how you select mentees should be determined based on your school's needs.

Who?

It is the school's responsibility to identify the mentees. Teachers and counselors should lead the selection process, as they best know the students and their situations. As a rule, students with goals of higher education should be included in the program.

Priority should be given to students who express reasoned interest in working with a mentor.

- Additionally, those students who want a mentor and are currently lacking a similar relationship should be given priority.

Students who have expressed goals of higher education should also be included in the program.

The best candidates are those students whose situations may improve simply by having someone in their corner guiding and encouraging them.

Many students are capable of attending college though they have not yet thought about it or have not been vocal about their aspirations. Further, underperforming students with potential also can reap great benefits from a mentor relationship.

Note: It is usually best not to place students with major behavior or attitude issues with an undergraduate mentor, as they are students as well and not trained to handle severely challenged minors.

How?

To assist the school in learning more about potential mentees, we recommend having mentees fill out one or more of the following:

Mentee Background Form (see Appendix-R1)

Mentee Application (see Appendix-R2)

Mentor/Mentee Goals Contract – Mentor Guide (see Appendix-R3).

The Background Form and Application serve as a starting point to learn more about the student interests, concerns/worries, as well as skill sets they bring to the relationship. The role of the contract is also very important as it allows the mentee to self-identify areas they need support in and wish to improve on.

Quick Review! See Appendix R1-4

R1: Middle School Student Background Form (2 sheets)

R2: Mentee Application

R3: Mentor/Mentee Contract (Mentor Guide)

R4: Mentor/Mentee Contract

SECTION 3: UNDERSTANDING WHO THE UA MENTORS ARE

Mentors support the teacher-designed program and work with specific students. They aim to encourage students academically and in their long-term Higher Education goals.

Science Mentors

Science Mentors are expected to bring in their content expertise and collaborate with the teacher to deliver non-teacher designed materials and serve the class as a whole. These mentors support teacher activities by helping students in addition to collaborating with the teacher to design and execute lessons and activities that incorporate the mentor's content expertise in classroom lessons.

At Wildcat School, mentors begin their partnership by first visiting the classroom, familiarizing themselves with the students, teacher and teaching strategies by supporting teacher-led activities. These mentors meet monthly with the teacher to collaborate on possible lessons that the mentors will design and execute. They also interact with the teacher via digital means during the lesson/activity design process. Finally, they deliver one or more lessons or activities in support of the teacher curriculum plan.

These mentors will sometimes design activities for the teacher but the teacher must keep in mind that they are guest experts in the classroom and are not the responsible for sole management of classroom behaviors. The teacher is still the classroom manager that supports the mentor's efforts.

Here is an outline of the suggested path the mentor can take:

2 Weeks of observation and meeting with the teacher (before or after, to talk)

Mentors receive a syllabus, lesson plans, or curriculum map. Give an example of a planned activity

Mentors can begin hosting stations designed by teachers. Use lab lessons as review "assessment" addressing how the lab was presented, scaffolded, paced

Mentors can begin working/supporting students in small group assignments

Mentors can begin supporting students during experiments

Mentors begin design of own station or experiment activity

Note: The teacher must keep in mind that they are guest experts in the classroom and are not responsible for sole management of classroom behaviors. The teacher is still the classroom manager that supports the mentor's efforts.

What mentors are not!

Mentors are NOT teachers!

Mentors are NOT tutors!

Mentors are NOT counselors!

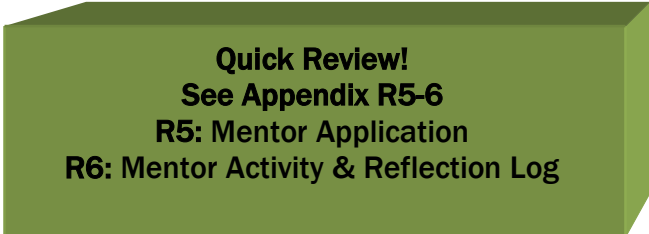
Mentors are NOT classroom managers!

Mentors are highly motivated undergraduate or graduate students volunteering their time to provide moral support in regards to future aspirations for K-12 students. Although some mentors may have experience working with children, for others, your mentoring program may be their first opportunity. Please bear in mind, mentors are young and untrained as teachers, tutors or counselors. Further, mentors will come from varying departments and not all mentors are Education majors. While the mentors can be asked if they would like to help mentees with classwork and homework, that is not their primary role. They have not been trained as tutors.

Mentors cannot provide emotional support for severely challenged students. It is the hope that the organizational and management skills modeled by the mentor will guide the mentee's success in school. They are there to help the mentees realize their life goals and guide them in planning steps that can help them attain their dreams.

Get to know your mentors

Ask mentors to fill out a UA Mentor/Volunteer Student Form (see Appendix – R5) like the one we use for Wildcat School. This will provide the coordinator and teacher with background and contact information for their prospective mentors. In addition, we highly recommend that an Science Mentor Activity Log (see Appendix – R6) be maintained for each volunteer/mentor/tutor. With this, the coordinator can keep track of time spent at the school as well as a record of activities mentors perform when they are there. These activity logs are a great resource for the mentors to use when they need to write reflections but also a wonderful source for data on what the mentors are doing at the schools.



Quick Review!
See Appendix R5-6
R5: Mentor Application
R6: Mentor Activity & Reflection Log

SECTION 4: WHO IS THE COORDINATOR & WHAT ROLE DO THEY PLAY?

The success of the mentor program is dependent on a number of variables. First, the program relies on the teachers and counselors to select students best suited to be mentees. Likewise, the university elects mentors to participate as volunteers in the schools. Finally, it is the job of the coordinator to match the mentoring groups. This entails more than simply matching a mentor with a mentee arbitrarily.

WHO is the coordinator?

In addition to logistics like group assignment and scheduling, the coordinator is, in essence, the mentor to the university mentors. Continue reading to determine the best process for selecting your coordinator. This individual is responsible for:

- Training the mentors
- Understanding the mentees' personalities, aspirations, and challenges
- Overseeing the group dynamics
- Helping the teachers integrate the program in their classrooms
- Providing example activities and lesson plans that can be used during the mentoring sessions

WHAT is the coordinator's role?

It is highly recommended that the coordinator clearly understand the role the mentor is to play at your school. Most university mentors come to teachers through programs the University is offering. The coordinator must first request clarification of what is expected from this partnership. It is important to address the following:

- What are host teachers/personnel to do with the mentors while at their school or in their classrooms?
- What are they capable of doing in the classroom already?
- What do mentors need from teachers in order to succeed in the classroom environment?
- What do mentors want to get out of this experience?

The coordinator is expected to conduct the following:

School Orientation: It is the coordinator's job to conduct a quick informative orientation for all involved teachers and school personnel (see **Appendix-R7**). During the orientation it is imperative that everyone clearly understand the role of the mentor. Oftentimes, mentors are confused for teacher aides, tutors, junior counselors, or 'gophers.' These misconceptions should be addressed and debunked. This meeting also is an appropriate time to identify mentees.

Mentor Orientation. Each mentor must be given a minimum of one one-hour orientation (see **Appendix-R8**) to take place during their first school campus visit. Orientation should provide mentors with the following information:

- School background
- Emergency procedures
- Dress Code (see **Appendix-R9**)
- Procedures for reporting questionable behavior
- Inappropriate conversations between mentors and mentees (see **Appendix-R10**)
- Procedures for reporting child abuse (see **Appendix-R11**)
- Communication protocol for sharing materials/information (using email, dropbox, phone calls, or meeting in person)
- One or all of the following for the class they are settled in:
 - A class syllabus
 - Lesson plans with handouts
 - Curriculum map/calendar

Please communicate to the mentors the importance of their service to the school and that they must be reliable and timely in their commitment. We recommend requesting a 1-week notice prior to a planned absence. We also recommend that the mentors be asked to arrive up to 15 minutes before their commitment time so as not to be late. This gives the added benefit of having them there early and available to receive activity instructions for the day if necessary.

Note: These are college students. Most likely, this is the first time they will be in a K-12 school not as K-12 as K-12 students, but as co-workers. They need to be prepared to handle emergencies.

HOW to select your coordinator

The process for mentor selection (see **Section 2**) should directly affect who is selected as Coordinator of the mentor hosting program. The following two scenarios describe approaches for coordinator selection. Take into consideration how your mentor program will work and what is expected of the program when determining who the coordinator will be.

Consideration A: A teacher from the hosting school serves as the mentor coordinator. The coordinator invites mentors into his/her classroom.

- We highly recommend a mentor-to-student ratio of 1:4. In a classroom of 25 middle school students, having 6 mentors is ideal. If the mentors are in a teacher's classroom, the teacher can also introduce skills-building activities for the mentors to execute.
- We do not recommend one-to-one mentoring. As previously stated, mentors can typically only commit to one semester. It is difficult for young students to understand the transitory nature of volunteers. Therefore, they are sometimes hurt or sad if their mentor does not return. The detachment process is smoother when the students have shared the mentor with other students their age. Not only are they not as attached to the mentor, they continue to have their peer group members once the university mentor is no longer part of the program.

Note: While some mentors may have a repertoire of activities they can execute on their own, many will not. It all depends on how they have been prepared to mentor.

Consideration B: A staff member (teacher, librarian, or counselor) serves as the mentor coordinator. The coordinator designs after school, college knowledge themed club for mentors to lead.

- The club can address topics such as: finance management, college application process, writing letters interest, schedule/time management, career exploration, etc.
- Mentors can help students with academic skill-sets, homework (if they are comfortable doing so), play educational games (see **Section 5**), and goal planning activities.
- Mentoring can take place after class or during lunch in a designated room or library (with special permission) where they could meet, talk, and work on skill-building activities similar to those mentioned above. This requires mentors to arrive with prepared materials not provided by the school.

QUICK REVIEW!

See Appendix R7-11

R7: Orientation and Training Checklist: Host School Orientation

R8: Orientation and Training Checklist: Mentor Orientation

R9: Suggested Mentor Dress Code

R10: Procedures for Reporting Questionable Behaviors and Notes on Inappropriate Questions/Conversations (between mentor and mentee)

R11: Procedures for Reporting Child Abuse

SECTION 5: SUGGESTED ACTIVITIES

Science Mentors will mostly be following the lead of the teacher in supporting content teaching. However, below is a compilation of suggested activities and games that support the efforts to bond mentor and students. The purpose of these activities is to help initiate strong, healthy relationships between the mentor and mentee. We recommend the activities take place early on in the introduction stage, during the Fall semester. In addition, you will find a list of activities UA Project SOAR science mentors performed. These particular activities were liked by the host science teachers and worked well for this group. Instructions and reproducible handouts can be located in the **Appendix**.

Useful Learning Activities Performed by Project SOAR Science Mentors:

- Tutoring in small groups
- Running experiments – led or overseen by mentors
- Hands-on activities – led or overseen by mentors
- Running stations planned by teacher – led by mentors
- Running stations planned by mentors – hosted by mentors
- Designing PowerPoint presentations and presenting them, per teacher’s request
- Adding reflection pieces to activities they designed

Relationship building activities

Notebook/Backpack Challenge. Mentors can help mentees organize their backpacks and notebooks. Mentees empty their backpacks and start separating their hundreds of un-organized worksheets and forms. You will need plenty of space for students to spread out their unorganized backpack contents.

- You will need: folders, hole-puncher, small stickies (to serve as index markers on dividers in notebook), card stock to serve as dividers (in a different color would be great), and a pencil for filling in their name of countless of assignment/handouts that don't have them as well as labeling what class they came from.

Goal Setting and Career Planning through Timelines: Encourage students to list events that will lead towards their ultimate career goal. Examples include but are not limited to completing high school, college/university/other, first job, travel, family planning, retirement, etc. The timelines should be colorful - we recommend decorating each of the noted events with images and/or words drawn or cut out from magazines.

- You will need: Poster paper or large 17x14 sheets (newspaper pads sold at Office Max and Office Depot), pencils for outline, markers, old University/college brochures, home & garden magazines, finance magazines, national geographic magazines and/or travel brochures, etc.

Designing planners by week or month. Many students need help in time management. The mentors can help design a weekly time-management schedule as well as a year long planner (by the month or week) to help them keep records of homework, due dates for assignments, test dates, and other field trips/club meetings.

- You will need: Paper in different colors, rulers, pencils, markers, hole-puncher, and string for sealing planner.

Behavior Mind-Maps: The maps help students dissect a particular negative behavior and areas for improvement (for example: talking too much in class. Mentees are to take one or two of their behavior traits they want to improve on and dissect them for greater understanding of the behavior. The mentors, using a mind map, or other visual tool, can help the student determine what the triggers are that lead to the actions and reactions of the negative behavior. Once this

is done, the mentee can begin to work on a different part of their behavior path – focusing on one at a time. Mentors would then revisit each time they meet regarding their progress.

- If the mentee's behavior improves, it is recommended that they move on to a new issue on their path. If it does not, dissect the issue further and try to determine new ways to fix the problem.
- Tools you will need: paper, preferably a large one (17x14) to map out the dissection, pencils, markers.
- Employ SMART goals – Specific, Measurable, Attainable, Realistic (see Appendix – R13)
Smart Goals – Specific, Measurable, Attainable, Realistic, Timed goals

Games

The games should reinforce academic skills like spelling, strategy, and math. We recommend the following:

Monopoly (money counting)

Boggle (spelling)

Scrabble (spelling)

Quiddler (spelling)

Multiplication War (card game)

Division War (card game)

Chess (mind mapping and strategy)

Mancala (mapping and strategy)

Rummikub (strategy and sequencing)

Jingo sets (they come in a variety of academic subjects revolving around geography, history, math, art, music, sciences, and literature).



APPENDIX: INSTRUCTIONS & ACTIVITIES FOR ACADEMIC MENTORS

Administering the Mentee Background Form (R1) (mentor guides mentee).

1. The mentor is to guide students, one question at a time, as they will need to have some terms defined or explained.
2. Mentees must answer all questions. No IDK (“I don’t know”) answers should be accepted.

Note: If they are struggling to answer something it is usually because they are shy or embarrassed to put down what they really want to write. Mentors: Help the mentees out by talking about your own experiences and how you would have answered that when you were their age.

3. It should take about 25 minutes but some students will take longer. You may want to have **WORD SEARCH SHEETS** for students that finish quickly.

Administering the Contract (R4) (mentor guides mentee).

1. Brainstorm the first column. The mentor should encourage mentees to generate as many as possible areas for each section of the first column. Mentors may need to use the Mentor Guide (R3) to help student verbalize their needs.
2. Narrow down areas to work on. When done with this, the mentor identifies 1-2 areas per section that they can help the student with – list this under the second column.

Note: We recommend that a stronger focus be given to Organization and Behavior as both of these affect academic performance. Organization skills especially are helpful. At Wildcat School, notebook/backpack organization was a big component of the mentor tasks. The students clearly appreciated the help from mentors in getting organized and then being held accountable.

3. Mentors are to begin every session with their mentee by asking them how they are doing in achieving their contract goals.
4. Towards the end of the mentor/mentee commitment, mentors must revisit the contract and fill in column 3. The mentor should note what progress has been made. The contracts can be shared with teachers for review.



(R1) Middle School Mentee Background Information Form

TODAYS DATE: _____

Name: _____ Grade: _____ Age: _____

QUESTION 1: In the space provided please indicate what your life goals are for the categories stated.

Category	Life GOAL
Education	
Career/Job	
Travel	
Live where?	
Other Adventures	

QUESTION 2:

Tell me more about your career/job goals. Why did you choose this career/job? What meaning does it have for you?

Middle School Mentee Background Information Form

TODAYS DATE: _____

Name: _____ Grade: _____ Age: _____

QUESTION 3: What personal **COMMITMENTS** must you make throughout your teenage years in order to **REACH** your goals?

QUESTION 4: What **OBSTACLES** do you see in your present life that might make it more difficult to **REACH** your goals?

QUESTION 5: IF you had the opportunity to work with a mentor, what would be your objectives for that relationship? Circle all that apply.

Career advise & development

Improve Reading

Improve Writing

Learn Leadership Skills

Learn about College

Work on Math Skills

Help with Science

Help with Social Studies

Help with Health

Have someone to talk to

QUESTION 6: Please circle all applicable options that describe you.

Considerate

Outgoing

Serious

Efficient

Friendly

Convincing

Organized

Independent

Agreeable

Enthusiastic

Precise

Authoritative

Responsible

Helpful

(R2) Mentee Application

TODAYS DATE: _____

Name: _____ Grade: _____ Age: _____

CURRENT GRADES:

CORE SUBJECTS:

Language Arts: _____ Math: _____ Science: _____ Social Studies: _____

ELECTIVES:

P.E.: _____ Music: _____ Art: _____

GOAL GRADES:

CORE SUBJECTS:

Language Arts: _____ Math: _____ Science: _____ Social Studies: _____

ELECTIVES:

P.E.: _____ Music: _____ Art: _____

EXTRACURRICULAR ACTIVITIES: _____

INTERESTS: _____

STRENGTHS:

ACADEMIC:

PERSONAL:

CHALLENGES:

ACADEMIC:

PERSONAL:

If I am awarded a mentor, I promise to: _____

(R3) Mentor/Mentee Goals Contract – Mentor Guide

Skills	LIST AREAS to WORK ON	Identify 1 or 2 items from each Skills section to work on this semester.	Final Review: DID YOU ACCOMPLISH YOUR GOAL? Explain.
Organization	<p style="text-align: center;">Ex:</p> <ul style="list-style-type: none"> -Notebook(s) organized -Clean work space -Come prepared to class with pen/pencil/paper, etc. -Know what homework/classwork is due. -Take school notices home. 	<p style="text-align: center;">Ex: Notebook organized Ex: Come prepared</p> <p><i>(Check their notebooks and help them organize them.)</i></p> <p><i>(Help them create a strategy to keep track of homework etc.)</i></p>	<p><i>Have them answer yes or no and explain why they succeeded or did not.</i></p>
Academic	<ul style="list-style-type: none"> -Raise grades in specific class(es) – list ideal letter grade (must be reasonable) -Complete classwork/homework -Turn in all work (on time) -Plan study time -Make up work missed – see your teachers -Help with homework -Participate in class discussion 	<p style="text-align: center;">Ex: Complete homework Ex: Plan study time Ex: Turn in all work</p> <p><i>(Find out what impedes their completing homework/classwork and help them create strategies to finish their work.)</i></p> <p><i>(Help them with classwork/homework if you can)</i></p>	
Behavior	<ul style="list-style-type: none"> -Pay attention in class -Don't get distracted -Don't distract others -Concentrate on lessons and classwork -Be polite, don't put anyone down -Don't talk back to teachers -Use appropriate language -Remember to say please, excuse me, thank you -Be positive about yourself -Volunteer to help after school -Dress appropriately 	<p style="text-align: center;">Ex: Don't distract others in class.</p> <p style="text-align: center;">Ex: Don't talk back to teachers</p> <p><i>(Help them create strategies to effectively ignore distractions or complete work – like setting up a specific time to do homework everyday.)</i></p>	

MENTORS:

Talk to them about why school is important, the role college can have in their lives, the value of learning.

(R4) Mentor/Mentee Goals Contract

Mentor Name: _____
Mentee Name: _____
DATE: _____ **Class:** _____ **Period:** _____

Skills	LIST AREAS to WORK ON	Identify 1 or 2 items from each Skills section to work on this semester.	Final Review: DID YOU ACCOMPLISH YOUR GOAL? Explain.
Organization			
Academic			
Behavior			

Before signing your contract have your supervisor review the content and sign first.

Supervisor Signature: _____

PLEASE SIGN:

MENTEE : I agree to work with my mentor to achieve these Goals.

Mentee Signature _____

MENTOR : I agree to work with my mentee and help him/her achieve their goals.

MENTOR Signature _____

(R5) UA Mentor Form

1. Name:
2. Referred by (Ex: UA class, UA program, other):
3. Contact Information:

Address (please include city and zip code):
Phone number:
E-mail:

4. Major:
5. Minor:
6. List any subject knowledge you feel comfortable mentoring students on. (I suspect this will mirror the interests you show in your major and minor studies.)
7. How many hours per week can you consistently commit to? Based on your answers we will determine the best times for you to volunteer.

Monday	Tuesday	Wednesday	Thursday	Friday
<i>(list times here)</i>	<i>(list times here)</i>	<i>(list times here)</i>	<i>(list times here)</i>	<i>(list times here)</i>

8. What is your Story? What in your educational journey draws you to volunteer as a mentor to academically and socially underserved students? (If you need more space, please use the back of the page.)

(R6) Science Mentor Activity Log

Mentor Name:	Class Instructor:
Class Subject:	Grade being served:

Question	Mentor notes/reflections
1. Describe the activity/lesson that you helped with today.	
2. What outcome did you expect?	
3. Was the outcome achieved?	
3b. How or how not?	
4. How (or what) did the teacher do?	
5. Do you have questions for the teacher?	
6. How can the teacher help next time?	

(R7) Orientation and Training Check List: Host School Orientation

You are prepared for your mentor program when you have completed the items on this list:

INITIAL LOGISTICS

- Name your Coordinator: _____
- Mentor/Mentee Meeting Location: _____
- Mentor Program Days & Times: _____

SCHOOL PERSONNEL

- Address and Explain appropriate conduct. (Describe how the teachers/staff should work with the mentors).
- Decide how mentees will be selected. (How will teachers and counselors be involved in the process?)

MENTOR ORIENTATION MATERIALS

*(See **R8-Mentor Orientation Check List** for more detail on individual items.)*

- School Synopsis (Briefly describes demographics, school culture, and academic climate.)
- Copies of Mentor/Mentee Contract Guide (review & distribute)
- Prepare Emergency Procedures Training (possibly distribute a handout)
- Copies of Child Abuse Reporting Instructions (discuss & distribute)
- Copies of Reporting Questionable Behaviors (other than abuse) Handout (discuss & distribute)
- Copies of Appropriate Conversations Handout (discuss & distribute)
- Copies of Mentor Dress Code

(R8) Orientation and Training Checklist: Mentor Orientation

You are prepared for your mentor orientation when you have completed the items on this list:

DISCUSSION TOPICS

(The handouts also can help to guide the orientation presentation and discussion.)

- School Policies and Procedures
- Time Commitment
- Planning
- Mentor/Mentee Relationship Appropriateness

HANDOUTS:

- School Policies and Procedures
Should include:
 - Dress Code
 - School Rules
 - Safety/Emergency Procedures
 - Brief demographic and culture information
 - Brief description of staff and faculty available to mentors
- Guidelines for reporting abuse or other questionable behavior
- Mentor/Mentee Contract Guide
- Any other mentee materials (like the background form or report cards) you will make available to mentors.



(R9) Suggested Mentor Dress Code

DRESS CONSERVATIVELY.

Think like a professional, cover up, and look neat and put together!

PLEASE REMEMBER YOU ARE ROLE MODELS!

As such, how you dress clearly communicates how serious you are about your education and about how you would like the world to perceive you.

MALE:

- Slacks preferable but jeans are fine (jeans should be uniform in color, with no holes, rips, or shredded at the ends)
- Closed shoes/sandals are OK – (flip flops OK- IF in good condition)
- No tank/muscle tops
- Underwear (boxers/briefs) should not be visible!
- No cut-offs
- No caps (winter hats are OK)
- Decorative limitations
 - o No obscene or inappropriate language
 - o No adverts for alcohol or other illegal items

FEMALE:

- Slacks preferable but jeans/capris are fine (jeans should be uniform in color, with no holes, rips, or shredded at the ends)
- Closed shoes /sandals are OK– (flip flops OK- if in good condition)
- No miniskirts or short shorts – shorts/skirts should be 2 inches above knee
- Minimal skin exposure
 - o No spaghetti strap tops
 - o No midriff exposure
 - o No cleavage exposure — BEWARE of flowy shirts that billow out and show cleavage when you lean over
 - o No see-through clothing where we can see your underwear
 - o No low-rise jeans unless shirt covers up bare back or midriff when seated
 - o Avoid purposeful visibility of bra straps (ex: a halter top with a regular bra underneath is not fashionable at a school)
- No cut-offs
- No caps (winter hats are OK)
- Decorative limitations
 - o No obscene or inappropriate language
 - o No adverts for alcohol or other illegal items

OTHER PROTOCOLS TO NOTE:

Phones: No texting, talking, or social networking during mentor hours.

Travel: If you know you will not be in town one week, inform your teacher the week before.

Emergencies: If you can't make mentoring, call or email the teacher ASAP.

(R10) Procedures for Reporting Questionable Behaviors and Notes on Inappropriate Questions/Conversations Between Mentor and Mentee *(conversations other than those that fall under the laws of child-abuse)*

As a mentor/tutor, you may become engaged in a conversation with your mentee that discloses information regarding bullying, sexual activity, drug use, self-mutilation (cutting), or any other “red-flag” type behaviors. If an adult is involved, please follow the steps set forth by the law on how to handle child-abuse. However, if an adult is not involved and therefore the behavior does not fall under the laws for child-abuse, please follow the following steps:

1. As soon as possible, write up documentation about the conversation. Try to answer all pertinent questions (who, what, where, when, why) and include any information you can remember.
2. Immediately provide this documentation to a school authority and discuss the incident. (Recommended authorities in order: mentor coordinator, teacher, dean of students, school counselor, or principal.)
3. For your own records: document the time and day you reported the incident. Record information regarding how the incident is going to be handled (what did the authority tell you will happen next). You should also keep a copy of the incident report you provided to the authority.

INAPPROPRIATE QUESTIONS/CONVERSATIONS *(between mentor and mentee)*

Mentees are at an impressionable and inquisitive age. As they often look up to their mentors as “big sisters/brothers,” they can tend to ask questions that are not appropriate for you to answer. It is important that you handle these with grace and understanding but avoid giving them inappropriate information or engaging in the conversation. It is important to remember that the questions may be asked because they need guidance, but you are NOT qualified for these situations. Expressing your concerns and details of the questions/statements by the mentee to the mentor coordinator is appropriate and recommended so that the mentee can get the help they might be seeking.

EXAMPLES:

A mentee expresses that they are or they are thinking about becoming sexually active or doing drugs,

- Express that you are not comfortable talking about this topic with a minor. Express your concern about what they are saying. Suggest they talk to a trusted adult like parent or teacher. After the student has left, explain the conversation to the mentor coordinator or other appropriate faculty.

It is important to keep conversations appropriate. You should not talk about parties, Facebook/Myspace, cramming for tests at the last minute, etc... **REMEMBER** that you are a role model and they will follow your behavior, so anything you don't want them to do or think is “cool” should be avoided when talking with your mentees. You can easily avoid having the mentee ask you personal questions like the example above by doing the following: **NEVER** talk about your immediate personal life such as boyfriends, girlfriends, weekend party activities, or dating. Subject you can talk to them about are positive family interactions and celebrations such as public holidays and holiday related family traditions.

(R11) Procedures for Reporting Child Abuse

Reporting Information:

WHAT IS CHILD ABUSE AND NEGLECT?

When a parent, guardian or custodian inflicts or allows the infliction of physical, sexual or emotional abuse, neglect, exploitation or abandonment.

Physical abuse includes non-accidental physical injuries such as bruises, broken bones, burns, cuts or other injuries.

Sexual abuse occurs when sex acts are performed with children. Using children in pornography, prostitution or other types of sexual activity is also sexual abuse.

Neglect occurs when children are not given necessary care for illness or injury. Neglect also includes leaving young children unsupervised or alone, locked in or out of the house, or without adequate clothing, food or shelter. Allowing children to live in a very dirty house which could be a health hazard may also be considered neglect.

Emotional abuse of a child is evidence by severe anxiety, depression, withdrawal or improper aggressive behavior as diagnosed by a medical doctor or psychologist, and caused by the acts or omissions of the parent or caretaker

Exploitation means use of a child by a parent, guardian or custodian for material gain.

Abandonment means the failure of the parent to provide reasonable support and to maintain regular contact with the child, including providing normal supervision, when such failure is intentional and continues for an indefinite period.

WHO MUST REPORT?

Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature, or who reasonably believe that there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. §36-2281, shall immediately report or cause reports to be made of this information to a peace office or to Child Protective Services in the Department of Economic Security, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace office only.

The following persons are required by law to report:

Any physician, physician's assistant, optometrist, dentist, osteopath, chiropractor, podiatrist, behavioral health professional, nurse, psychologist, counselor or social worker who develops the reasonable belief in the course of treating a patient.

Any peace officer, member of the clergy, priest or Christian Science practitioner.

The parent, stepparent or guardian of the minor.

School personnel or domestic violence victim advocates who develop the reasonable belief in the course of their employment.

Any other person who has responsibility for the care or treatment of the minor.

Note: *A person making a report or providing information about a child is immune from civil or criminal liability unless such person has been charged with, or is suspected of, the abuse or neglect in question. A person acting with malice who either knowingly or intentionally makes a false report of child abuse and neglect or who coerces another person to make a false report is guilty of a crime. A person who knowingly and intentionally falsely accuses another of maliciously making a false report of child abuse and neglect is also guilty of a crime.*

WHEN TO REPORT?

A report should be made when any person, who reasonably believes that a child under 18 has been abused, neglected, exploited or abandoned. A report of suspected abuse, neglect, exploitation or abandonment is only a request for an investigation. The person making the report does not need to prove the abuse. Investigation and validation of child abuse reports are the responsibilities of child protective service workers. If additional incidents of abuse occur after the initial report has been made, make another report.

A report can be made to the CPS Statewide Toll-Free Child Abuse Hotline at 1-888-767-2445 (1-888-SOS-CHILD) or law enforcement office.

CPS Tucson: 520-721-3097

After Hours: 1-888-767-2445

When reporting, the following information if known will be requested:

- Name, age, and gender of child and other family members
- Address, phone numbers, and/or directions to child's home
- Parents' place of employment
- Description of suspected abuse or neglect
- Current condition of the child

Note: Write down your notes on what you will relate to CPS.
Make sure you know the child's first and last name.

What happens to the report?

A CPS Specialist will investigate the report through interviews with all children in the home, parents, friends, relatives, and any other person who may have information about the child and family. After investigation, if CPS has reason to believe that a parent guardian or custodian abused or neglected a child and intends to confirm this, a letter will be sent to the person accused explaining how an appeal of this decision may be requested and how to get a copy of the CPS report.

What services are available through Child Protective Services?

Day Care, Parent Aide, Medical and Psychological Examinations and Evaluations, Shelter Care, Counseling, and other administrative and support services.

REMEMBER: A report of suspected child abuse, neglect, exploitation or abandonment is a responsible attempt to protect a child.

