

# EVERYBODY MENTORS TOOLKIT



Miami-Dade County Public Schools

# Message from Superintendent



Every child needs an advocate. Someone to listen. To point the way. To step up and speak out when the child can't, ensuring that child gets everything she or he needs to grow to healthy, productive adulthood.

In short, every child needs a mentor.

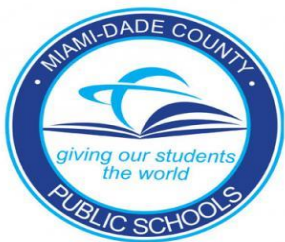
Most children are fortunate to find such mentors in their parents. Some, unfortunately, are not. Even children with the most loving, most involved parents can benefit sometimes from the extra guidance of another grown-up who cares and who is there.

“Everybody Mentors” gives YOU the opportunity to be that someone for a Miami-Dade County Public Schools student who needs you. I urge you to participate by devoting time every workweek, during work hours, as a mentor to a student at a designated school.

This toolkit offers tips for mentors, principals, and others on how to make the most of a mentoring relationship. We hope you use it to give a child the extra guidance that can mean the difference between ignorance and knowledge, failure and success.

Thank you,

Alberto M. Carvalho, Superintendent  
Miami-Dade County Public Schools



# Everybody Mentors Overview

“Everybody Mentors” (EM) is a District-wide initiative designed to enhance, strengthen and engage the social influences between M-DCPS employees, community, and students.

## What is a Mentor?

A mentor is a trusted guide; advisor; advocate to a young person

## What is Mentoring?

A sustained relationship that provides support, guidance, and assistance.

# What Makes a Mentor

- Ability to relate well to others, especially children and youth;
- Patience and a cooperative attitude when working with students;
- Ability to remain non-judgmental and non-authoritative;
- Desire to make a difference...one student at a time.

# Benefits to Students

- Gain self-esteem and confidence
- Improve their character and citizenship
- Enhance decision-making and problem-solving skills
- Promote a healthy lifestyle



# Try to Remember

- WHO MENTORED YOU?
- WHO BELIEVED IN YOU?
- WHO ENCOURAGED YOU?



# Everybody Mentors Program Goals

- Provide positive role modeling for students
- Create opportunities for children to develop skills and personal awareness aimed to improve academic success, problem-solving and goal setting.
- Decrease truancy, tardiness, and behavior referrals.
- Increase attendance, accrual of credits and school completion rates.



# Role of the Principal

- Determine what type of program you want to establish (e.g. *one-to-one; group mentoring, athletics, clubs*)
- Determine target audience (e.g. *lowest 25% boys; at-risk students*)
- Establish matching criteria (see *Appendix 4*)
- Provide communication to mentee parents (see *Appendix 5*)
- Provide mentors with suggested activities (see *Appendix 1*)
- Provide District with annual mentor program documentation (see *Appendix 2*)
- End-of-year recognition of mentors and/or mentees
- Assign staff member as School Mentor Liaison



# Role of the School Mentor Liaison

- ❑ Conduct presentations to recruit mentors on a voluntary basis based on school needs
- ❑ Ensure that all mentors are cleared at level 2 (not required for M-DCPS employees)
- ❑ Review volunteer policies and procedures [Neola 2430.01 – School Volunteers](#)
- ❑ Select mentees through referrals from teachers, parents and counselors
- ❑ Document mentoring hours (see Appendix 3)
- ❑ Administer end-of-year program evaluation to mentors, mentees and parents (see Appendix 6)
- ❑ Provide ongoing follow-up and support to mentors and mentees
- ❑ Share survey results with mentors

# Role of the Mentor

- Meet and/or communicate with student for a minimum of 30 minutes per week.
- Utilize toolkit which contains suggested modules and activities which focus on:
  - Personal Growth and Development
  - Supporting Academic Success
  - Career Planning and Preparation
- Review M-DCPS Code of Ethics, Board Policy 3210.01.
- Speak to the school administrator regarding any concerns with your student.
- If abuse, neglect, or exploitation is suspected, it is your responsibility to report it to the abuse hotline at 1-800-962-2873 **and** to the school administration.

# Contacts

Office of Communications and  
Community Engagement

Daisy Gonzalez-Diego  
Chief Communications and  
Community Engagement Officer

Lisa Thurber  
Administrative Director

Vincent S. Dawkins  
Director

(305) 995-2731

[www.community.dadeschools.net](http://www.community.dadeschools.net)

# EVERYBODY MENTORS APPENDICES



# Appendix 1

## ACTIVITIES

### Fun Ways to Help Your Student!

Miami-Dade County Public Schools has designed this mentor toolkit so that mentors may identify and address the specific needs of their students and have some fun in the process. This toolkit provides a great many activities courtesy of Take Stock in Children to help your student, but do not be overwhelmed by its size! Mentors are not expected to do every activity. The purpose for providing such a wide range of resources is to allow you to be selective and to target your student's particular needs.

### Mentoring Relationships Are Unique

Every M-DCPS student is a distinct individual with special qualities, gifts, and needs. Every mentor likewise brings his/her own particular blend of knowledge and experience to the table. Mentoring relationships are unique experiences.

Because students and mentors set the agenda, there is no right or wrong way to use this toolkit. You can start at the beginning and work your way to the end or merely pick and choose the activities you want to share with your student. Each of the sections represents a *general* area of student need; each of the activities focuses upon a *specific* student need.

You may not even wish to use the toolkit at all right now, choosing instead to concentrate on communicating with your student. That is the beauty and power of mentoring: A student's greatest need is for a caring adult to listen to his or her concerns. Your support and guidance may be all your student wants or needs at the present time.

### Helping Students Set the Agenda

How should a mentor address the specific needs of a student? Mentoring should be enjoyable for the student. Students should be encouraged, but not forced, to talk about such things as preparing for college and planning for a career.

In many instances, all your student needs or wants is a confidant. In such cases, a "laid back" mentoring style is appropriate. Students and mentors can simply do fun things together during their mentoring sessions. Other students, however, may want mentors to help them in certain areas. This toolkit will allow mentors to focus upon students' specific academic and personal needs. It is therefore important that you and your student review each section and decide where to start. You can help your student set the agenda for mentoring sessions by using the Activity 1, section 1.1 Our Goals. This activity allows your student the opportunity to communicate his/her expectations to you.



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### Personal Guidance and Support: The Main Goals of a Mentor

Your main goals as a mentor are to provide personal guidance, encouragement, and emotional support for your student. You can only guide and support a student if you have a strong, close relationship with him or her. Mentors build close relationships with their students by meeting with them on a regular basis; this provides students with a feeling of stability. By showing up every week, by acknowledging your student's feelings and concerns, by listening to his/her problems, by being honest, and by continually showing that you care, you can become a very powerful, positive influence in the life of your mentee.

### Helping Students Realize Their Potential

Research studies have shown that one of the quickest ways for mentors to form close relationships with their students is by means of activities. These activities will enable you to learn more about your student and to share your experience and knowledge with him/her. As students share their likes, dislikes, and opinions with mentors, they will gradually begin to feel comfortable discussing more personal issues and problems with them. When mentors and students share their interests, values, and personal experiences, they begin to forge a bond of mutual trust and respect.

### Setting Realistic Goals

Mentors can use this module to teach students basic organizational skills and to focus on transforming their dreams into practical goals. It is very easy for students to set long-term goals, but too often they lose sight of the fact that achieving short-term goals is the only way to attain the long-term ones. Your main objective as a mentor is to convince your student of the importance of short-term goals: "What are you going to do today, tomorrow, and next week to get closer to your goal?" Goal-setting activities are good ways for students and mentors to begin to develop plans and to think about the future.

### Building Positive Values

Young people need to learn the basic principles of personal and social responsibility, the tactics of emotional control, and the importance of personal integrity if they are to fare well in school and in adult life; however, positive values are not easy to "teach" in the conventional sense. As a mentor, you are a role model for your student. You will have many opportunities in these activities to talk about the importance of values in your life and how the right set of values can play a deciding role in your student's life. You do not have to "preach" your own set of values, but you can point out the values that have been important to you in a non-judgmental manner. Your main goal here is merely to get your student to start thinking about the values that will serve as a guide for decision-making for the rest of his or her life.

### Self-Discovery

The final group of activities are fun ways for students to discover new and exciting things about themselves. Too often students do not see themselves in a positive light and therefore give up on their dreams. Many students have a negative self-image that can become a self-fulfilling prophecy: "I am doing the best I can; I am just not that good at things." They may feel that they do not have many positive qualities. These activities are intended to help raise students' self-esteem by focusing upon their positive qualities and aspirations.

**As a mentor your job is to validate your student's sense of self-worth and promote his/her positive traits: "You have a lot of good qualities. How do you want to use them to achieve your goals?"**







**Learning Objective:**

The student will reflect upon their week's activities and gain insight on reaching short-term goals.

**Materials Needed:**

Copy of completed "Staying on Track" activity sheet, copy of "Staying on Track: Reflection" activity sheet, pen/pencil.

**Instructions:**

Use the discussion questions below to **identify** positive aspects about your student's progress. **Explore** ways to overcome any challenges they may have faced in accomplishing their weekly goals.

- What was the high point of the week?
- Did you get to know anyone better this week?
- Did you make any major changes in your life this week?
- How could this week been better?
- What did you procrastinate about this week?
- Identify three decisions or choices you made this week.
- What were the results of these choices?
- Did you make any plans this week for future events?
- Do you have any unfinished business from this week that you may need to work on for next week?

Together with your student identify a specific area where they may need further guidance on reaching short-term goals.



1. Ask your student to answer these questions.
2. Accentuate the positive aspects of each answer.
3. This worksheet is a good tool to help mentors discover how their students view themselves and the world.
4. What does your student consider "success" and "failure"?
5. What things does he/she fear most?
6. These are very important questions because they enable you to see things from the perspective of your student.
7. Talking about the meanings of success and failure is a great way to get your student focused on the future.

*Please finish each sentence.*

1. My greatest success:
2. A failure:
3. Something I did that helped someone:
4. Something I've done that I'm proud of:
5. Something I've learned from failure:
6. Something I didn't like doing:
7. The funniest thing I ever did:
8. Something I did that took courage:
9. Something I'm afraid of:
10. Something I'd really like to learn:



**Learning Objective:**

The student will share their personal interests with a caring adult.

**Materials Needed:**

Two copies of “Me, Myself, and I” activity sheet, pen/pencil

**Instructions:**

Getting to know each other fosters a relationship built on mutual respect and understanding between you and your student. Ask your student to complete the phrases below while you do the same. Alternating turns, discuss your answers.

Three things I like about myself:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Three things that are special to me (i.e., good friends, loyalty, volunteering, etc.):

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Three things I like to do in my spare time:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Three things I DO NOT like:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Three things I want to improve:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Three places to where I would like to travel:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Three things I would like to do to make a difference in the world:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Use the information you have learned from your student to build upon your relationship in future meetings.



**Learning Objective:**

The student will gain an understanding of setting goals.

**Materials Needed:**

Copy of “S.M.A.R.T. Goals” activity sheet, pen/pencil

**Instructions:**

When setting goals, it is important for your student to understand the steps necessary to attain them. These objectives will help them on their path to reaching their goals.

**Goals:** what you would like to achieve

**Objectives:** how you will reach your goals

An example of a goal would look like this:

I, John/Mary Smith, will attend XYZ College in the fall of 20\_\_ and obtain a Bachelor’s Degree in Criminal Justice.

**Specific**

Consider writing a goal that is specific, clearly defines what you want, and answers the questions: Who? What? Where? When? and Why?

**Measurable**

Establish concrete criteria for measuring your success and progress. To determine if your goal is measurable, ask questions like, “How much?” “How many?” “How will I know when I have reached my goal?”

**Achievable**

Create a realistic path to achievement that includes action steps and objectives. Your goals should push you past your comfort point; however, you should be able to attain them with determination and commitment.

**Relevant**

Consider what the purpose of achieving your goal is. Your goals should be important to you and the outcome should impact your life.

**Timely**

Use actual numbers, target dates, or specific events to indicate when your goal will be achieved.

Review the S.M.A.R.T. goal setting tips and assist your student with writing a goal and listing some objectives that will help them reach their goal.



**Learning Objective:**

The student will create goals for different aspects of their lives.

**Materials Needed:**

Copy of “I Have S.M.A.R.T. Goals” activity sheet, pen/pencil

**Instructions:**

Students will have goals for different aspects of their lives. Using the chart below, work with your student to create their own goals and objectives. Remember to clarify the difference between goals and objectives. A goal is what they would like to achieve and the objectives are the steps your student will need to take in order to achieve their goals.

**My S.M.A.R.T. Goals**

Goal	Objectives				
	Who? What? When? Where? Why?	How much? How many? How will I know?	3 Steps I will take to achieve this goal:	This goal is important to me because:	I would like to achieve this goal by:
	<b>Specific</b>	<b>Measurable</b>	<b>Achievable</b>	<b>Relevant</b>	<b>Timely</b>
<b>Academic</b>					
<b>Career</b>					
<b>Personal</b>					
<b>Other</b>					

Refer back to this activity periodically to **monitor** your student’s progress in reaching their goal.



**Learning Objective:**

The student will develop their time management skills.

**Materials Needed:**

Copy of “Balancing Act” activity sheet, pen/pencil

**Instructions:**

High school students often are required to balance academic, extracurricular, and social demands. Sometimes they are not able to dedicate the time needed to their studies, and as a result, their grades suffer. Responsible behavior is key to being successful with managing all of these different circumstances. Encourage your student to answer the questions by placing a mark in either column A or B below.

Do you...	A	B	C
	Yes	Needs Improvement	To be more successful, it is my responsibility to...
Get to school on time?			
Have paper, pencil, and books?			
Do your classwork neatly?			
Study for tests?			
Complete all assignments?			
Do extra-credit assignments?			
Pay attention in class?			
Turn in your homework?			
Get good grades?			
Do your best in school?			
Realize the importance of school?			

After your student completes column A and B, work with them to complete column C. This is an opportunity for your student to understand that developing responsible behavior in simple daily tasks leads to success.



1. Ask your student to think of a problem that he/she has not been able to solve.
2. Use this worksheet to address the problem and come up with solutions.
3. You can use this simple method on any problem your student may have.
4. The ability to solve real-life problems is critical in the process of personal development.

**Step 1: Identify the problem**

1. Have your student explain the problem in detail.
2. Try to help him/her clarify all the factors.
3. Do not proceed until you both agree that you have identified the *real issue*.

**Step 2: Brainstorm**

1. Discuss alternative solutions with your student.
2. Agree upon a feasible set of solutions.
3. Do not proceed until all possible solutions have been identified.

**Step 3: Evaluate**

1. Help your student identify the pros and cons of each solution.
2. Help your student predict the possible outcomes of each solution.
3. Do not proceed until every alternative has been evaluated.

**Step 4: Decide**

1. Ask your student to choose the solution that has the "most pros" and "least cons."
2. Ask your student to explain why his/her solution is the best possible one.
3. Do not proceed until your student is certain of his/her decision.

**Step 5: Plan**

1. Help your student identify the best ways to implement his/her solution.
2. Help your student choose the best plan.
3. Encourage your student to use the plan to resolve the problem.



**Learning Objective:**

The student will develop and build their self-esteem.

**Materials Needed:**

Copy of “There is Only One You” activity sheet, pen/pencil

**Instructions:**

Self-esteem is a belief in oneself and a belief in one’s self-worth. Review the six steps below for building self-esteem. Ask your student to think about each step before answering the questions that are associated with each.

*Step 1: Think of the qualities that make you unique.*

What are your strengths and unique talents?

*Step 2: Be responsible for yourself and your decisions.*

What are three decisions you need to make on your own?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

*Step 3: Recognize mistakes as stepping stones to success.*

List a mistake that helped you learn or improve.

*Step 4: Show friends you have an interest in them.*

List three things you can do to show people you care about them.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

*Step 5: Think things through.*

Make a list of three things you want most to learn or improve.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

*Step 6: Get involved in activities you like.*

List extracurricular activities that interest you.

Help your student build their self-esteem and self-worth even more by working with them to create a positive affirmation that they can recite every morning to get them ready for the day. A positive affirmation is just a short positive statement created to challenge and undermine negative beliefs and to replace them with positive, self-nurturing beliefs.

Your student’s positive affirmation statement:

\_\_\_\_\_





### Mentors Provide Academic Support in Many Ways

"How can I help my student do better in school?" School-based mentors sometimes think of themselves simply as tutors because they help students with their homework, but there are many ways mentors can promote their students' academic success. Mentors are primarily advocates for their students. This means they should try to identify their students' academic needs and find ways to address these needs.

### The Function of an Advocate

By listening to your student every week, by checking his/her report cards and progress reports, and by talking with teachers regularly, you can become a positive factor in your student's education. If your student is doing poorly in math, for example, what should you do? Who should you talk to? How can you find a tutor? By monitoring your student's progress and talking with team members, you will be better able to identify and address his/her specific academic needs.

### Improving Academic Skills

As a mentor, you should focus mainly upon motivating your student to use the tools provided in this module. Students who can take good notes, create effective outlines, and who know how to study for tests will usually do much better in school than those who do not. The tools provided in this section will help students develop these all-important skills.

### Building Academic Success Skills

As an advocate, you can help your student academically in many ways. First and foremost, you can motivate him/her to try harder. The importance of your ability to motivate a young person cannot be overstated. More young people fail for lack of encouragement than for any other reason. The best academic tools and skills are wasted if a young person does not have the desire and the drive to succeed. You can motivate your student best by praising even the smallest accomplishments on a regular basis.

**As a mentor, your long-term goal is to attempt to improve your student's self-discipline through the use of these tools and techniques.**

**Learning Objective:**

The student will identify their learning styles.

**Materials Needed:**

Copy of “This Is How I Learn” activity sheet, Internet access, pen/pencil

**Instructions:**

Students learn in a variety of different ways. Using the link below, help your student explore their learning style by taking the quiz provided on the site. Knowing more about how your student learns can be beneficial and lead to academic success.

[edutopia.org/multiple-intelligences-learning-styles-quiz](http://edutopia.org/multiple-intelligences-learning-styles-quiz)

If you do not have Internet access at your student’s school, go to *edutopia.org/node/6255* before your meeting and print out the “Your Learning Styles” descriptions to review with your student. Help them find the learning style or styles that best suit them.

After exploring the different learning styles, either by taking the quiz or reading the descriptions, identify the student’s top three learning styles.

*My Top Three Learning Styles*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Once you and your student have identified their learning styles, ask them the following questions:

- Based on your top learning styles, what are some new ideas you can incorporate into your study habits?
- Based on your learning styles, what do you think will be the best way for you to prepare for tests and quizzes?

**Learning Objective:**

The student will learn basic tips to doing better on homework assignments.

**Materials Needed:**

Copy of “Is Your Homework Done?” activity sheet, colored pencils/crayons, magazines and/or catalogs with furniture ads, pen/pencil

**Instructions:**

Using a piece of paper, magazines, catalogs, and crayons or colored pencils, help your student create a collage of their ideal “study area.” Their study area should be quiet and equipped with comfortable furniture. Then share the 10 basic homework tips with your student.

***10 Basic Homework Tips for Students***

1. ***Locate a Regular Study Area*** -Make sure the area has all the materials (dictionary, pens, papers, rulers) that you need to do your work and is quiet and free of distractions.
2. ***List Assignments in Order*** -Complete the difficult assignments first when you have more energy.
3. ***Establish Your Study Time*** -Figure out the time of day you do your best work. Keep in mind that late-night studying can be less productive because you have less energy.
4. ***Use Free Time During School*** -Use your spare minutes wisely. Try to do some homework while waiting for a ride or during lunch.
5. ***Avoid Procrastination!*** -Complete your homework. If you only do your homework when you “feel” like doing it, it will never get completed. Procrastination leads to stress.
6. ***Take Your Time and Do it Right*** -Do not rush just to get finished. Try to understand how the material relates to future tests.
7. ***Write Down Instructions Carefully*** -Make certain you understand what the teacher wants. Ask questions of the teacher if you do not understand!
8. ***Celebrate Your Achievements*** -Take pride in completing your assignments. Successfully completing homework assignments for the week deserves some type of recognition.
9. ***Plan Your Week*** -Keep track of your homework in a planner or homework notebook. Students who plan their homework schedule will find it much easier to keep on track.
10. ***Prioritize Your Assignments*** -Pay close attention to how much weight each assignment has.

**Discuss** the study area your student has identified and what they will do to make it ideal for them to **study** and **complete** their homework.

**Learning Objective:**

The student will learn the importance of using organizational tools.

**Materials Needed:**

Copy of “Jot It Down” activity sheet, school planner, pen/pencil

**Instructions:**

Students in most schools are provided with planners that enable them to record daily assignments. You might want to **ask** your student if they have a planner. Here are some questions to **think** about when you **look** over your student’s planner.

- ***Has your student written down assignments for all their courses?*** Students who do not write assignments in their planner will probably forget about them.
- ***Do you understand the assignments?*** If you cannot make sense of the assignment, it is reasonable to assume the student’s parent(s)/ guardian(s) will not either.
- ***Ask your student to explain assignments that appear confusing to you.*** If your student cannot explain the assignment to you, you can reasonably assume they do not understand it.
- ***Ask your student how they will be graded on the assignment.*** Knowing how the assignment is weighted will give students a good way to estimate how much time they should spend on it.
- ***Ask your student to identify the most difficult assignments.*** Have your student put a check next to the ones they find challenging.
- ***Offer to help your student with the difficult assignments.*** By offering your assistance, you are showing that you care and that you think the assignment is important.
- ***Ask your student to write down the times when they must complete specific assignments.*** Create a log or designate a page in their planner to keep track of due dates.
- ***Use the planner to monitor your student’s progress.*** Set up a reward system as an incentive for completing homework assignments.
- ***Schedule your mentoring meetings in the student’s planner.*** Your student will look forward to your scheduled meetings.

Students should always carry their planners. Talk to your student about the importance of keeping on task with the written entries. If your student does not have a planner, ask your Student Advocate if they can provide them with one.

**Learning Objective:**

The student will learn how to utilize their planner to facilitate academic success through efficient time management.

**Materials Needed:**

Copy of “Using a Planner” activity sheet, student’s planner, your planner, pen/pencil

**Instructions:**

The typical high school student spends approximately 2 to 2.5 hours per day on homework. Help your student determine whether or not they are using their time wisely in their day to day activities by completing the activity below. Help them to identify the most efficient use of their time by showing them how they can input tasks/and assignments and keep track of their daily schedule in their planner. Use your planner as an example.

***How much time do you spend doing the following per week?***

- Study/homework at school
- Extracurricular activities
- Study/homework at home
- Family responsibilities
- Part time job
- Volunteering

Total for all activities per week

**Using Your Planner**

- 1. Use your planner to record your tasks, assignments, daily schedule, due dates, etc. week to week**
  - Put tasks with the most importance at the top of your list to be completed first.
  - As you complete the task, check it off so that you see your accomplishment.
- 2. Make sure that you are making effective use of your time.**
  - Identify all available spare time in your day.
  - Fill in gaps with short, easy tasks you can complete quickly.
  - Downtime can be used to review notes and study for upcoming tests and quizzes.
- 3. Communicate with Others**
  - Share your schedule with your parents, making them aware of your needs and giving them the opportunity to make suggestions to accommodate your family responsibilities.
  - Inform your friends of your schedule. This way, they respect the time you need to accomplish your tasks.
  - If you are active in sports or other extracurricular activities, keep your coach informed of your weekly academic schedule

Help your student make using their planner a habit by asking to see it when you visit. This way you can make sure that they are meeting their deadlines and are on track for academic success.

**Learning Objective:**

The student will evaluate their note taking habits and review some note taking tips.

**Materials Needed:**

A copy of “The Trick to Note Taking” activity sheet, pen/pencil

**Instructions:**

Effective note taking is important for students to retain information learned in class. Use the discussion questions below to determine whether your student is taking effective notes.

- Do you review and edit your notes within 24 hours after each of your classes?
- Do you try to write down everything your teacher says?
- Are you able to understand your notes when you study for a test?
- Do you tend to miss a lot of information when you take notes?
- Do you read ahead in your textbooks?

Use the tips below to **help** your student **improve** their note taking habits.

**Be selective.** Avoid trying to write down every word or writing in complete sentences.

**Abbreviate.** Reduce common words/phrases to symbols and eliminate connecting words like: is, are, was, the, and would. Drop the last few letters of words; eg., “approx” for “approximately.” Try using “formula” statements to take notes. For example, the teacher says, “The diameter of the earth is four times greater than the diameter of the moon.” You write, “Earth=4x>diameter of moon.”

**Focus on the main points.** Use “significance” statements. Identify main concepts and state why they are important. If the information being given is important, a speaker will usually do one of the following: pause before or after an idea, use repetition to emphasize a point, or write an idea on the board.

**Identify significance.** Ask yourself, is the information being discussed new or is it covered in the text? You can do this by looking over the class assignment prior to class. To be successful, make sure you are a step ahead and have a working knowledge of the topic.

**Ask questions.** Make sure you clarify areas that are unclear or confusing.

**Reference examples.** Concrete examples are often the best way to clarify complex ideas.

**Review notes ASAP.** The sooner you review your notes, the better you retain the information.

**Learning Objective:**

The student will analyze their study habits and devise a plan to improve their study skills.

**Materials Needed:**

Copy of “My Study Habits” activity sheet, pen/pencil

**Instructions:**

Good study habits are a key building block to academic success. It is important for students to understand the relationship between studying and good grades.

Use this questionnaire to **assess** your student’s study habits.

- |   |          |           |
|---|----------|-----------|
| I never study more than an hour for tests.        | true ___ | false ___ |
| I only study the night before a test.             | true ___ | false ___ |
| If I study too much, I cannot have time for fun.  | true ___ | false ___ |
| If I study, I do not have time for anything else. | true ___ | false ___ |
| I study with music or the television on.          | true ___ | false ___ |
| I do not have a quiet place to study.             | true ___ | false ___ |
| I cannot sit and study for long periods of time.  | true ___ | false ___ |
| I often doodle or get distracted in class.        | true ___ | false ___ |
| I have trouble taking notes.                      | true ___ | false ___ |
| I do not use class notes to study for tests.      | true ___ | false ___ |
| I never organize my class notes.                  | true ___ | false ___ |
| I have trouble keeping up with my reading.        | true ___ | false ___ |
| I do not always get my homework done.             | true ___ | false ___ |
| I cannot recognize the main ideas in a chapter.   | true ___ | false ___ |
| I would like to read faster.                      | true ___ | false ___ |
| I have trouble writing papers.                    | true ___ | false ___ |
| I do not know how to create an outline.           | true ___ | false ___ |
| I put off difficult assignments.                  | true ___ | false ___ |

Review the statements with your student. If your student answered “true” to any of these statements, discuss practical solutions for improving their habits. Studying and homework are their practice for test day. Your student should review their notes daily. The more they read them, the more they will learn, and the better they will do on a test.

**Learning Objective:** The student will improve reading comprehension.

**Materials Needed:** Copy of “Be a Sponge” activity sheet, school textbook/library book, pen/pencil

**Instructions:** The “SQ3R” is a reading strategy that helps the reader build a framework to understand their reading assignment. Review the five steps below with your student.

**SQ3R: Survey, Question, Read, Recite, Review**

**Step 1. Survey the chapter**

- Read the title and introduction to the chapter
- Read the title headings and subheadings
- Read the first and last sentences of each paragraph (topic and transition sentences)
- Read captions under charts, maps, and pictures
- Read the conclusion, summary, and chapter questions

**Step 2. Question while you are surveying the chapter**

- Convert the title, headings, and subheadings into questions
- Identify the relationship between main ideas and supporting evidence
- Recognize connecting functional words:
  - More of the same: also, more, moreover, likewise, again, furthermore
  - Change of ideas: but, although, yet, nevertheless, despite, in spite of, however
  - Conclusions: so, thus, therefore, in summary, consequently, accordingly, in conclusion, hence
  - Unfamiliar terms: look up in the glossary or dictionary

**Step 3. Read**

- Read the text thoroughly
- Take your time and stop to re-read anything that might not be clear to you
- Re-read the captions under any charts, maps, diagrams, and pictures
- Look for answers to the questions you first raised

**Step 4. Recite**

- After reading each section, look away and recite what you just read
- Write notes from text but use your own words
- Write definitions of unfamiliar terms
- Write down key phrases from the section
- Repeat the procedure for each section of the chapter

**Step 5. Review**

- Skim the entire chapter again
- Take five minutes to re-read notes
- Make flash cards for notes, definitions, and key phrases
- Alternate between flash cards and notes when studying

Using one of your student’s textbooks, have them **read** through a chapter using the **SQ3R** strategy. By practicing this technique each week, your student will gradually become a more efficient reader.



**Learning Objective:**

The student will improve their reading skills.

**Materials Needed:**

Copy of “Go, Speed Reader, Go!” activity sheet, reading material

**Instructions:**

As a mentor, you are not expected to be a reading specialist. If you believe your student has a reading problem, contact your Student Advocate or school Guidance Counselor for more information about tutoring assistance. The information below will help guide your student to becoming a better reader.

***Improving Reading Skills***

As our eyes move across the page, they make a series of jerky movements. Whenever they come to rest on a word, this is called a fixation. Most people fixate on each individual word across a line of print. In order to increase reading speed, we must take in more words with each fixation, rather than make our eyes move faster. **Encourage** your student to use the following principles. By practicing these seven principles, students will **improve** their reading speed.

1. Try to avoid focusing on every word.
2. Look at groups of two or more words.
3. Focus on the main words and meanings.
4. Work on vocabulary improvement. Look up words you do not know!
5. Read for a set period every day: 15 minutes a day can add up to 20 books a year!
6. Practice reading faster and then slowing down, if needed, for comprehension.
7. Read as much as possible from different types of books.

After reviewing the tips with your student, use one of their books to **practice** what they have just learned. Give them one minute to read as many words as possible. When the minute has passed, go back and **count** the number of words they read. The average for grades 3-8 is 100 - 180 words per minute. Can your student beat that? On your mark, get set.....go!

**First Read** \_\_\_\_\_ words

**Second Read** \_\_\_\_\_ words

**Third Read** \_\_\_\_\_ words

**Learning Objective:**

The student will become familiar with different types of test taking strategies to use when studying.

**Materials Needed:**

Copy of “Test Time!” activity sheet

**Instructions:**

There are many different types of tests: essays, true/false, and multiple-choice to name a few. Knowing how to study for them can help your student sharpen their test taking skills. Review the various test preparation tips below with your student.

**General test prep tips:**

- Concentrate on learning what you do not know
- Ask your teacher for help, if necessary
- Anticipate the questions
- Create a study outline
- Ask questions
- Make a test schedule
- Know what will be covered
- Get a good night sleep’s before the test

**Essay Tests**

**Keep Track of Your Time** If you have five questions to answer in 40 minutes, for example, make sure you do not spend too much time on any one question.

**Read Through the Questions Once** By familiarizing yourself with all the questions first, you will have much more time to consider your answers.

**Identify the Directive Words** Read the directions carefully and pinpoint the key terms. If a teacher wants you to describe, then do so; if she wants you to evaluate, then do not worry so much about description.

**Outline Your Answer First** Teachers are greatly influenced by the coherence and structure of your answer. To list facts in random order makes it seem as if you do not have a clear grasp of the material. Try to organize your answers as well as you can.

**Take Time to Write an Introduction and Conclusion** A strong introduction and conclusion are essential parts of a good essay. They give your responses the structure of logical arguments.

**True/False Tests**

- Look for any word in the question that could make it false.
- Look out for extreme modifiers that tend to make a question false: all, none, never, only, etc.
- Identify qualifiers that tend to make questions true: usually, frequently, often, probably, etc.

**Multiple-Choice Tests**

- Read each question with the intention of answering without looking at the possible answers.
- Use educated guessing: Eliminate two choices quickly and then decide between the remaining two.
- Choose the numbers that are in the middle range, not the extremes, when guessing.
- When in doubt choose answers that are longer and more descriptive.
- When two similar answers appear, one is likely correct.

**Review** these test-taking tips with your student when they have an upcoming test. Make sure to ask them what type of test it will be and if they need help preparing for it.

### The Rewards of Career Exploration

Talking about careers can be a very rewarding experience for you and your student. Using the career exploration tools in these modules is a good way for mentors to get young people excited about the future and help them recognize education as a pathway to their personal success. Students will like these activities because they are fun to do and allow them the freedom to make their own decisions.

Choosing a career is one of the most important decisions a young person will have to make. Unfortunately, young people are urged to decide what they want to do for the rest of their lives before they have finished high school, even though they may not have the information, maturity, or experience necessary to make a good decision.

The goal of these activities is to provide students with as much information about careers and career requirements as they need to choose and plan for a career; however, we must remember that young people often change their minds. Students should try to plan for a career as early as possible in high school, but also continue to explore new career options as they mature. It is therefore very important that students return to the module activities several times during their high school years because their interests will almost certainly change as they get older.

What can you do to help your student choose a career? Students explore careers online using these tools, but mentors can add a key ingredient: real world experience. What practical information can you provide your student about working in the community? Does your student know what employers expect from employees? There are many, many topics you can discuss to prepare your mentee for a career: the importance of a good work ethic, being punctual, having a positive attitude, etc. You understand what it takes to be successful in the world of work—share this knowledge with your student!

Talking about careers is a great way to motivate your student to think positively about the future. Young people want to be successful. They want to have exciting careers and a better lifestyle. But do they have a practical understanding of the world of work? Do they really know what they want out of a career? Are they aware of the many career possibilities available to them? Are they able to construct a practical career plan? Do they know what career skills and tools they will need to be employable?

If your student wants to devise a concrete plan for a specific career, he/she can use Florida eCHOICES in the third module for this purpose. Finally, if your student wants to learn how to build a resume or portfolio, he/she can use the tools in the fourth module.

As they mature, students often change their career choices. This indecisiveness is normal, but, due to financial reasons, many students do not have the luxury of such a choice once they enter college. Mentors should encourage students to go back to the modules in this section as many times they wish before high school graduation, but also caution them that it is wise to develop a concrete career plan prior to entering college.



**Description:**

A career awareness search is intended to reduce students' career choices to a short list and gather more specific information. Students can use any of the websites listed below to discover and add new career possibilities to their list. This is an excellent learning experience for younger students. Older students may want to bypass these activities if they feel comfortable with their career lists.

**Instructions:**

1. Students should browse the appropriate websites listed below to identify careers of interest and then print out important information: salary ranges, employment outlook, etc.
2. Your advice can be of great importance here. Many jobs sound exciting to a young person, but may in fact be quite different in reality.
3. For example, private detectives are usually depicted in a very glamorous light in the movies and on TV, but in fact much of their work can be very routine and unglamorous.
4. Use your experience to help your student develop a concrete understanding of what he or she will actually be doing on the job.

**ADVANCING WOMEN**

<http://www.advancingwomen.com>

Female students will learn a great deal about the challenges facing women in the world of work by exploring this site. Recommended for serious, older students.

**SKILL SEARCH**

<http://online.onetcenter.org>

Students can search for career information using various key words on this site. This can be a very productive web site for students who have some understanding of their desired occupational areas and their skills.

**CAREER DOCTOR**

<http://content.monstertrak.monster.com/tools/careerconverter/>

This site enables you to research careers by means of college majors.

**CAREER CITY**

<http://careercity.com/>

Have your student do a virtual job search to learn about occupations by location. Good for students who have a good feel for their career area and want to learn about actual jobs in different parts of the country

**CAREER PATH EXPLORATION**

[http://www.quintcareers.com/choosing\\_major.html](http://www.quintcareers.com/choosing_major.html)

This site has very good information about choosing career paths.

**Recommendations:**

1. Have students collect all information sheets and put them into their "Career Profiles" folder.
2. Students who have completed Module 1 can pull out their career matches and begin to evaluate them based on the information they have gathered.
3. Students can return to this module many times to learn more about careers, but at some point they should begin to narrow their focus down to a short list of no more than a few career choices.



**Description:**

When your student has done enough browsing and wants to learn more specific information about careers, she/he can use these sites listed below to investigate careers and occupations in greater depth.

**AMERICA'S CAREER INFONET**

[www.acinet.org](http://www.acinet.org)

Contains employment trends and projects, salary guides, career exploration tests, links to many career sites and search engine career pages. This site contains many, many valuable resources and is highly recommended for students who want the facts about salaries and employment possibilities.

**OCCUPATIONAL HANDBOOK**

<http://stats.bls.gov/oco/home.htm>

The Handbook has a great deal of information and is a good source for the student who wants to take the time necessary for thorough career exploration. Remember, however, occupational profiles are constantly changing. Advise your student that high-tech jobs are especially volatile.

**JOBS IN INDUSTRY**

<http://stats.bls.gov/>

This site has good information on careers in industry.

**Recommendations:**

1. Advise your student to print and save important information.
2. This information can be used later to compare career choices.

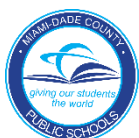


Occupation: \_\_\_\_\_

**Instructions:**

Students can profile their career choices by first writing down the name of their career choice above and then using the career sites in the previous activities to complete this worksheet. In the column to the right, put a plus or minus to indicate whether the information is a positive or negative factor. The goal here is to construct an accurate picture of a student’s chosen occupation.

CRITERIA	DESCRIPTION	+ OR -
Employment Outlook (What are the chances of getting a job?)		
Competition for Jobs		
Salary		
Work Environment		
Qualifications		
Skills		
Required Experience		
Benefits		
Job Functions		



A Career Interest of Mine Is: \_\_\_\_\_

**Instructions:**

This worksheet will help students determine their level of knowledge regarding their chosen career as well as evaluate their choice. Ask your student to write down his/her chosen career on the line above. Have your student then describe each of the items below insofar as they pertain to his/her career field.

Skills Needed for the Job	
How the Career Expresses My Personal Values	
Goals of this Career Field	
How this Career Matches My Interests	
Why My Work Style is Right for This Career	
Why My Personality Suits This Career	
What Salary I Can Expect to Earn	
Benefits I Can Expect	
Job Outlook	
Job Competition	
My Work Environment	
My Job Security	
The Functions I Will Perform	



**Instructions:**

Constructing a solid resume is the first step to attaining a job. **Review** the basic resume format below with your student. On a separate piece of paper **help** them **write** their own resume based on their experiences and previous jobs.

Let your resume represent the best YOU, highlighting your education, experiences, and unique qualities. Below is a basic resume format.

**Resume Format**

**Your Contact Information:** Include your full name, full address, telephone number, and email address.

**Objective (optional):** Link your skills and experience with those required by the company. Focus on the goals of the organization and how you address them.

**Career Highlights/Qualifications (optional):** List career-related achievements, skills, traits, and experience relevant to the position for which you are applying. It lets the prospective employer know how you are qualified for the job.

**Experience:** Include your work history. List the company's name; dates of employment, in order of most recent first; the positions you held; and a bulleted list of what you did for your employer/volunteer organization/community.

**Education:** List the colleges you attended; the dates of attendance, in order of most recent first; the degrees you attained; and any special awards and/or honors you earned.

**Skills and Personal Interests:** List the skills related to the position/career field for which you are applying, i.e., computer skills, athletic abilities, or talent.

**Honors/Awards:** List any pertinent honors/awards you have received that show your qualification for the position.

**Languages:** List languages you speak, read, and/or write along with the level of proficiency.

To view a sample resume with your student, go to [takestockinchildren.org](http://takestockinchildren.org) and click on "SUPPORT RESOURCES."





**Learning Objective:**

The student will gain an understanding of the job search and application process.

**Materials Needed:**

Copy of “How to Apply for a Job” activity sheet, pen/pencil

**Instructions:**

Help your student understand the job search and application process by reviewing the information below. Use this opportunity to share your own professional experiences with them.

***Step 1: Find a job that interests you***

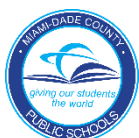
In today’s world, jobs are listed in a variety of ways: Internet job sites, ads, on the web, classified posts, on school campus and company websites. Start your search using one of these methods and keep a list of the positions that interest you.

***Step 2: Inquire about the position***

Once you have selected a job or two that is of interest to you, proceed by contacting the company/ organization and inquiring about the position. Is the position still open? Is there an application to complete? To whom can you forward your resume and cover letter?

***Step 3: Provide the potential employer with your cover letter and resume***

Remember that your cover letter and resume are a reflection of who you are, so make sure they have been proofread and are free of errors. Generally, the potential employer will call you to arrange an interview. If you do not hear from them, take the initiative to **call** and **inquire**.



**Instructions:**

Having a successful interview requires preparation, professionalism, and follow-up. **Review** the tips below with your student to **prepare** them for a successful interview.

***Before Your Interview***

- Research the company and become well informed on their mission, goals, and future plans.
- Prepare ahead by anticipating questions that may be asked of you.
- Prepare questions you want to ask during the interview.
- Make sure your clothes are business-like, clean, pressed, and conservative. Make sure your hair and nails are trimmed and clean.
- Bring a fresh copy of your resume and a notepad to take notes.
- For a list of questions a potential employer may ask, go to [takestockinchildren.org](http://takestockinchildren.org) and click on “SUPPORT RESOURCES.”

***During Your Interview***

- Be on time; better yet, arrive 10-15 minutes early.
- Extend your hand when you are being greeted and shake hands firmly.
- Treat everyone you encounter with respect.
- Make eye contact with your interviewer and smile when appropriate.
- Do not sit until you are invited to do so.
- Be positive and avoid any negative comments about past employers.
- If you have unanswered questions, wait and ask them when appropriate. This will show your interest and ability to think critically.
- Listen carefully. If you feel the question is unclear, ask politely for clarification.
- Pause before answering to consider all facts that may substantiate your response.
- Discuss only the facts needed to respond to the question.
- Focus and re-focus attention on your successes. Remember, the goal is not to have the right answers so much as it is to convince the interviewer that you are the right person.
- Be truthful, but try not to offer unsolicited information.
- Try not to open yourself to areas of questioning that could pose difficulties for you.

***After Your Interview***

- Send a neatly written “Thank You” note to the individual(s) who interviewed you. Summarize the points you made in your interview or add a brief but crucial point that you might have forgotten.
- Do NOT call the employer back immediately. If the employer said they would have a decision in a week, it is okay to call them in a week to thank them for the interview and reiterate your interest.
- If you receive word that another candidate was chosen, you may send a follow-up letter to the employer, thanking them for the opportunity to interview for the position. Let them know that, should another or similar position open in the future, you would be interested in interviewing again.

After reviewing these tips with your student, you can use the following activity to **provide** them with a fun and effective way to further **prepare** for an interview.



**Learning Objective:**

The student will become familiar with potential interview questions through a mock interview.

**Materials Needed:**

Copy of “Mock Interview” activity sheet, pen/pencil

**Instructions:**

Preparing for an interview requires anticipating questions that may be asked by the potential employer. These questions may require your student to formulate well thought out responses. **Inform** your student that there is no right or wrong answers, and that a prepared response may impress the potential employer. Help your student become comfortable with the interview process by conducting a mock interview with them, and **assisting** your student **develop** answers to questions they have difficulty answering.

- Tell me about yourself.
- Why are you interested in this position?
- What qualities do you think someone in this position needs in order to be successful?
- Why do you think you are the best candidate for this position?
- Can you describe a challenge you have encountered and how you overcame it?
- What is something that you have accomplished that you are very proud of?
- Where do you see yourself in five years?
- What is a weakness that you wish to improve?
- What is your greatest strength?
- Why should we hire you?
- How do you handle conflict?
- What motivates you to put forth the greatest effort?
- Why did you leave your last job?
- If you could change one thing about your current job to make it better, what would it be, and how would you do it?
- Have you ever had difficulty with a supervisor or teacher? If so, please explain.

Feel free to **share** your personal interviewing experiences with your student.









# Appendix 3

## STUDENT ADVOCATE/ MENTEE MATCHING

Does the success coach have a nurturing, familial approach or a more formal approach? Match the success coach with a young person who responds best to that success coach's particular style.

Things to consider when matching success coach and mentee:

- Gender
- Grade level
- Age range
- Personality and behavior styles
- Life Experiences
- Interests
- Hobbies
- Lifestyle
- Athletics



# Appendix 4

## LETTER TO PARENTS

Welcome Parents/Guardians!

Your child has been selected to participate in “Everybody Mentors: Success Coach Program,” a new Miami-Dade County Public Schools program to help particular students improve their academic performance and prepare for future success. Your child will be matched with an approved success coach who will meet with your child at school on a weekly basis. The mentor has been cleared following a background check and fingerprinting process through the district’s School Volunteer Program.

Each week, the success coach will work with your child on a topic from Personal Growth and Development, Supporting Academic Success, or Career Planning and Preparation. Please encourage your child to share with you what was accomplished during his or her mentoring sessions in order to reinforce the learning objective.

Remember, your role is critical to your child’s success in several ways.

**First**, make sure your child attends school and their weekly mentoring sessions with their approved success coach.

**Second**, make sure your child adheres to their responsibilities as a student at <NAME OF SCHOOL>.

**Finally**, encourage your child to have a positive attitude about going to school and meeting with his or her success coach.

If your child should experience academic or personal challenges, please contact <MENTOR LIASION CONTACT INFORMATION> for support in resolving these issues.

Please sign below to acknowledge and accept your child’s participation in the program, and return to your child’s school.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date





# Appendix 5

## PROGRAM EVALUATION FORMS

Miami-Dade County Public Schools  
**EVERYBODY MENTORS PROGRAM**  
STUDENT SURVEY

*Thank you for completing this survey. Please answer the questions as honestly as you can.*

**School:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

**1. What is your gender?**

Female     Male

**2. How old are you?**

11-14     15-19

**3. How do you describe yourself? (Select one or more responses.)**

- Black/African American
- Latino/Hispanic
- White (non-Hispanic)
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Other

**4. Which language do you *usually* speak at home?**

- English
- Spanish
- Haitian Creole
- Other



At the beginning of the program				Mentee Pre/Post Survey	At the end of the program			
Not at all	A little	Pretty much	Very well		Not at all	A little	Pretty much	Very well
<b>At my school, there is a teacher or some other adult...</b>								
				5. Who really cares about me.				
				6. Who tells me when I do a good job.				
				7. Who notices when I'm not there.				
				8. Who always wants me to do my best.				
				19. Who listens to me when I have something to say.				
				10. Who believes that I will be a success.				
<b>At my school...</b>								
				11. I do interesting activities.				
				12. I help decide things like class activities rules.				
				13. I do things that make a difference.				
				14. I feel close to people at this school.				
				15. I am happy to be at this school.				
				16. I feel like I am part of this school.				
				17. The teachers at this school treat students fairly.				
				18. I feel safe at my school.				
<b>I believe that...</b>								
				19. In general, I'm doing well in school.				
				20. I come to school regularly.				
				21. I plan to finish high school.				
				22. I plan to continue my education (ex. Military, college, vocational school, etc.)				
				23. I have goals and plans for the future.				
<b>I agree with the following statements...</b>								
				24. I like to meet with my mentor.				
				25. My mentor cares about me.				
				26. My mentor helps me do better in school.				
				27. Time spent with my mentor is worthwhile.				



Miami-Dade County Public Schools  
**EVERYBODY MENTORS PROGRAM**  
 PARENT SURVEY

*Thank you for completing this survey. Please answer the questions as honestly as you can.*

**School:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

						<b>SA:</b> Strongly Agree <b>A:</b> Agree <b>UU:</b> Undecided/Unknown <b>D:</b> Disagree <b>SD:</b> Strongly Disagree				
						SA	A	UU	SD	D
<b>My Child's Mentor...</b>										
1. Is friendly and easy to talk to.										
2. Makes learning interesting and relevant.										
3. Genuinely cares about my child.										
4. Fosters a safe learning environment.										
5. Is knowledgeable and understand their subject matter.										
6. Assigns activities that help my child to learn.										
7. Do their best to include me in matters directly affecting my child's progress in school.										
8. Provides meaningful learning experiences.										
9. Takes an interest in my child's educational future.										
10. Is a positive role model.										



## MENTOR SURVEY

Please rate how skilled you feel you are in each of the following areas:								
	Not at all skilled		Moderately skilled				Extremely skilled	
	1	2	3	4	5	6	7	N/A
1. Active listening								
2. Providing constructive feedback								
3. Establishing a relationship based on trust								
4. Identifying and accommodating different communication styles								
5. Employing strategies to improve communication with mentees								
6. Coordinating effectively with your mentees' other mentors								
7. Working with mentees to set clear expectations of the mentoring relationship								
8. Aligning your expectations with your mentees'								
9. Considering how personal and professional differences may impact expectations								
10. Working with mentees to set research goals								
11. Helping mentees develop strategies to meet goals								
12. Accurately estimating your mentees' level of scientific knowledge								
13. Accurately estimating your mentees' ability to conduct research								
14. Employing strategies to enhance your mentees' knowledge and abilities								
15. Motivating your mentees								
16. Building mentees' confidence								
17. Stimulating your mentees' creativity								
18. Acknowledging your mentees' professional contributions								
19. Negotiating a path to professional independence with your mentees								
20. Taking into account the biases and prejudices you bring to the mentor/mentee relationship								
21. Working effectively with mentees whose personal background is different from your own (age, race, gender, class, region, culture, religion, family composition etc.)								
22. Helping your mentees network effectively								
23. Helping your mentees set career goals								
24. Helping your mentees balance work with their personal life								
25. Understanding your impact as a role model								
26. Helping your mentees acquire resources (e.g. grants, etc.)								

