



ACADEMIC MENTORING TOOLKIT

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The GEAR UP community across the nation is dedicated to student success, and generously shares information and resources among programs. This toolkit was created from wisdom and experience shared by many GEAR UP projects, but we'd particularly like to thank Arizona GEAR UP whose Academic Mentoring Toolkit inspired us.





ACADEMIC MENTORING TOOLKIT

PURPOSE

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

“Mentoring programs in schools have shown to be an efficient and effective way of increasing the positive relationships students have in their lives...and boost connectedness for students leading to improved feelings of academic competence and improved relationships with teachers and peers. **”**

National Mentoring Resource Center.

OBJECTIVE

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

STUDENT GRADE LEVEL

This toolkit is intended for Nevada GEAR UP schools implementing academic mentoring in middle and high schools.

TARGET AUDIENCE FOR TOOLKIT

This toolkit is targeted to GEAR UP Staff and College Coordinators. However, school administrators, teachers and other college access professionals, and anyone responsible for improving the academic performance of, and nurturing college aspirations of middle and high school students, can benefit from this information.

TOOLKIT CONTENTS

- This toolkit provides the following information:
- What is Academic Mentoring?
- Steps for Successful Implementation
- In- and Out-of-Classroom Considerations
- Important tips from experienced GEAR UP professionals who have implemented Academic Mentoring programs successfully
- Attachments provide
 - ▶ Sample Academic Mentor Job Descriptions
 - ▶ Sample Interview Questions
 - ▶ Training Materials/Resources
 - ▶ Mentor Evaluation Form
 - ▶ Academic Mentoring Log



I. What is Academic Mentoring?

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

Tutoring involves guiding students – usually individually, in a special subject, or for a particular purpose. Tutoring is *narrow in scope*, meaning it addresses student's weaknesses in a particular academic area (i.e. math, English, science) and is often *short-term*.

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

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

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

II. Steps for Successful Implementation of Academic Mentoring

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

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

Tip from Experienced GEAR UP Professionals:
Before you finalize your GEAR UP budget with NDE, verify adequate wages and benefits are set aside for your Academic Mentors.

A. Recruiting / Selecting

1. **Establish the Position.** Academic Mentors, like GEAR UP Specialists, are district employees. Check to see if your district has a tutor job description established that will work for this position. If not, establish a job description within your district. See Sample Academic Mentor Job Description (**Attachment 1**).
 - a. Be aware that establishment of new positions may require School Board approval.
 - b. Districts are encouraged to work with the local university or community college to establish the position as a Work-Study job, to reduce the cost to the district.
2. **Follow your district policies and procedures for hiring.** Typical steps are listed below. Be sure to start your recruitment well in advance of the start of the school year to allow time for all these steps:
 - a. Post the position (on District Website; College Job Boards; or job posting sites such as craigslist.org – if District Policy allows. You may also network to recruit; teachers often know past graduates who are now



in college who might make great Academic Mentors. See Sample Academic Mentor Job Postings (**Attachments 2 and 3**).

- b. Establish an Interview Protocol. See Sample Interview Questions (**Attachment 4**).
- c. Establish a Hiring / Selection Committee. Involve teachers who will be working with the Academic Mentors.
- d. Reference Checks, Background Checks/Fingerprinting, and e-Verify. Determine whether your district will allow Academic Mentors to work under the direct supervision of a teacher prior to their fingerprint clearance being completed.
- e. Offer Letter/Contract

B. Training

GEAR UP Specialists, College Coordinators, and teachers who use Academic Mentors in their classrooms and programs must be involved in, and responsible for, training and supervision of Academic Mentors (to varying degrees and with different responsibilities for the different aspects of the Academic Mentor's work).

1. Train the Academic Mentor using online training modules and PowerPoints modified from Webster State University (Ogden, Utah) Materials. (**See Attachment 5**). These modules cover:

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

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

2. Order in advance and provide copies and URL(s) for teacher editions of the textbooks to the Academic Mentor(s).
3. Teachers must provide copies of their lesson plans to the Academic Mentor(s).
4. GEAR UP Staff and College Coordinators should review with each Academic Mentor the criteria that will be used on an ongoing basis and at the end of the year to evaluate their performance, so expectations are clear (**See C.3, below**).

C. Supervision and Evaluation

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

Tip from Experienced GEAR UP Professionals:

Finding the right Academic Mentor is key! Remember that if you want a tutor as much as a mentor. Hire Mentors reflective of your student population who value education and can relate to your students. Psychology and education majors, with solid foundation in the subject to be tutored are ideal. Also, the most effective Mentors have initiative and drive – and believe that with effort, all students can master the subject and succeed.



1. Teachers

- a. Academic Mentors should be scheduled to work at least one hour per week with their assigned teacher, during the teacher's prep hour. Any compensation of teachers for their time spent training, supervising, or evaluating Academic Mentors must be established during the planning meeting addressed in the approved Implementation Plan and budget.
- b. Teachers meet early with assigned Academic Mentors so they will be well-versed on the style and expectations of the particular teacher for planning purposes, and to go over material with the teacher beforehand so that they will be prepared for stepping into the classroom. It is also an opportunity for the Academic Mentor to get clarification on any subject matter, lesson plans, or in-class materials and to discuss issues related to specific students, and for the teacher to give feedback – both positive and constructive, to the Academic Mentors to support their continuous improvement in the role.

2. GEAR UP Staff

Tip from Experienced GEAR UP Professionals:
Develop Teacher Buy-In. Be sensitive to teacher's needs. They will appreciate knowing what's expected of them and having time to train their Academic Mentor. Discuss their roles – and the Academic Mentor's roles explicitly.

- a. Academic Mentors check in with the GEAR UP Staff **every day** that they are scheduled to work – both before and after their “shift”. This provides for time sheet verification, as well as a brief one-to-one time to address quick questions or concerns. Time sheets should be completed per district policy.
- b. GU Staff facilitate **monthly** briefings together with all Academic Mentors. The purpose of these meetings is to ensure the effectiveness of the academic mentoring, to ensure the Academic Mentors feel supported and provides time for the Academic Mentors to share with each other strategies they have found to be helpful in classes or with specific students.

3. 6-Month and End-of Year Evaluation

Academic Mentors must be evaluated per district policy. However, if the district has no requirement for part-time, 9- month employees to be evaluated, then the GU Staff are responsible for ensuring formal evaluation is completed at least once per year. With the daily check-ins and monthly debriefings, there should be no surprises in the Evaluation Any problems or issues that may arise should be dealt with at that time, and not held off until the formal evaluation. See Sample Evaluation Form ([Attachment 6](#)).

D. Placement and Scheduling

1. Establish which teachers and Academic Mentors will work together. Get approval from administration and teachers.
2. Coordinate any scheduling issues or working around teaching and college schedules, while ensuring that academic mentoring is available on a regular, consistent basis.
3. Relationships are key! Ensure academic mentoring is available at the same times, in the same classes each week so that relationships can develop between students and their Academic Mentor, and so that the teacher and the Academic Mentor can establish a working routine that is comfortable for all.



4. If the Academic Mentors are also working before or after school or on Saturdays, ensure consistent, regular schedules then too.

III. Steps for Successful Implementation of Academic Mentoring

- A. **Logs:** Academic Mentors keep logs of students they work with for data documentation purposes. The Academic Mentoring Log must include the name of each student the Academic Mentor worked with, the date, and the duration. (**See Attachment 7**). Alternative formats may be used if approved by NDE GEAR UP staff.
- B. **Sign-In Alternative:** For Saturday School or out-of-class tutoring, sign-in sheets may be kept instead of Academic Mentoring Logs. If sign-in sheets are used, they must include date, duration, subject tutored, along with the student's name. All forms must be legible.
- C. It is critical for GEAR UP Staff to check the Academic Mentoring Logs as soon as possible after they are submitted, so that any errors or missing information can be corrected while it's still fresh in the Academic Mentor's mind. This also allows for timely feedback for the Academic Mentors. This consistent feedback, starting from Week 1, will support Academic Mentors with understanding the importance of data in the Logs being legible, complete, accurate, and submitted consistently on time. This will also ensure the GU Staff will meet Nevada GEAR UP documentation standards when submitting the data to the state office.

Tip from Experienced GEAR UP Professionals:

Establish a set routine. Once your mentors are hired they will appreciate knowing what's expected of them and having time to train their Academic Mentor. Discuss their roles – and the Academic Mentor's roles explicitly.

IV. In-and Out-of-Classroom Considerations

A. Academic Mentoring in the Classroom

Academic Mentors serve as aids to teachers and need to know what teachers expect of their students. Teachers may have a particular way to teach topics, solve problems, or manage student's behavior. Knowledge of these expectations is necessary to effectively help students. The importance of the tutor-teacher relationship and communication cannot be overstated.

B. Academic Mentoring Outside of the Classroom

Academic Mentors must follow the instructional guidelines of the classroom teacher when tutoring, even when the mentoring is occurring outside of the classroom (after school, on Saturdays, etc.). Training, communication of clear expectations, and relationship-building is critical to the success of any Academic Mentoring program.

Tip from Experienced GEAR UP Professionals:

Create needed forms (i.e. Academic Mentoring Logs, Class Rosters, etc.) in advance and have them available for the Academic Mentors to pick up during their daily check-in.



APPENDIX 1: SAMPLE DOCUMENTS

Attachment 1: Sample Academic Mentor Job Description

Attachment 2: Sample Academic Mentor Job Postings for District Bulletin Boards

Attachment 3: Sample Academic Mentor Job Description for College Bulletin Boards

Attachment 4: Sample Interview Questions

Attachment 5: Training Modules

Attachment 6: Sample Academic Mentor Performance Evaluation

Attachment 7: Academic Mentoring Log



SAMPLE Academic Mentor Job Description

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

DEFINITION:

Under the supervision of the GEAR UP Staff generally, and assigned teachers, the Academic Mentor performs instruction-related services; works directly with students and carries out assigned functions given by the assigned teacher; performs job-related duties as assigned.

ESSENTIAL FUNCTIONS:

1. Provides the support services required in implementing the instructional plan as prescribed by the curriculum teacher or Department Chairperson.
2. Provides tutorial assistance to individual students or small groups of students as requested by the teacher or Department Chairperson.
3. Assists with administering and recording test results.
4. Maintains individual student folders and student records; collect data on student performance.
5. Assists teacher with room and instructional materials preparation.
6. Types, copies, and distributes instructional materials as requested by the teacher.
7. Ensures proper student usage of computer, audio-visual, and other instructional equipment as needed in the program.
8. Maintains and submits Academic Mentoring Logs according to instructions.
9. Serves as a role model, inspiring and motivating students to excel academically and pursue postsecondary education.

QUALIFICATIONS:

1. High school diploma and currently enrolled in college, demonstrated mastery of Algebra I and Geometry (as evidenced by high school and/or college grades in these courses).
2. Six months of general clerical or service work experience.
3. Effectively demonstrate both oral and written communication skills.
4. Good command of the English language.
5. Ability to communicate and work effectively with middle and high school-age students and teachers.
6. Experience with computer hardware and software, audio-visual and other instructional equipment.
7. Spanish proficiency preferred.

SUPERVISION RECEIVED: Principal or designee.

SUPERVISION GIVEN: None.



SAMPLE FOR DISTRICT BULLETIN BOARD

GEAR UP Academic Mentors Job #XXXX

This is a part-time position.

Grant Funded: Future employment is contingent upon funding.

The rate of pay is \$0.00 per hour.

General Statement of Responsibilities: GEAR UP Academic Mentors will provide intensive and extensive one-on-one and small group tutorial services in math and science classes. Academic Mentors serve as role models, inspiring and motivating students to excel academically and to pursue postsecondary education.

Qualifications:

1. Currently enrolled in college with a minimum GPA of 2.75
2. Ability to tutor in major subject areas (math, English, Science, etc.)
3. Ability to relate well to diverse students, including underrepresented, high risk students.

Performance Responsibilities:

1. Provide academic assistance to assigned students, either in a group or individually.
2. Work well with assigned teacher(s), following teacher's directions to assist students.
3. Be responsible for maintaining records on services provided, including Academic Mentoring Logs, follow-up, and periodic assessment.
4. Provide evaluations and other reports as requested by the GEAR UP staff.
5. Help students develop positive attitudes toward learning and studying.

This position is open until filled.

Applications will be accepted XXX



SAMPLE FOR COLLEGE BULLETIN BOARD

College Students Wanted to Work as GEAR UP Academic Mentors At **XXXX** School Job #**XXXX**

What is an Academic Mentor?

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

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

- ▶ Academic Mentors are college students from similar backgrounds as our students, who attend **School Name**.
- ▶ Minimum 2.75 grade point average in college
- ▶ Ability to tutor in major subject areas (math, English, science, etc.)
- ▶ Ability to relate well to diverse students and at-risk students

What will they do?

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

When will they work?

- ▶ During school, in classrooms as teacher's aide
- ▶ During school, in pull-out programs
- ▶ Before or after school in the tutoring lab or classroom
- ▶ Occasional Saturdays to support special programs

Note: Academic mentors will not be placed in a one-on-one situation with students. A teacher or the GEAR UP Staff will always be present.



How will they be trained?

- ▶ Online + 1-day training
- ▶ Initial training followed by monthly meetings

Key elements of the tutoring program:

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

Specific duties and responsibilities of Academic Mentors:

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

How to Apply:

Apply at **XXXX** School District by **Day/Month/Year**, Position Number **XXXX**.

For more information, contact **Name**, GEAR UP Staff at **Phone Number**.



SAMPLE INTERVIEW QUESTIONS

CLASSIFIED INTERVIEW QUESTIONS: GEAR UP Academic Mentor

Applicant Name: _____ Date: _____

Position/Site Interviewed for: _____

Interviewed by: _____

1. Tell us about yourself and your work experience, including any experience (paid or volunteer) working with middle and high school students.

2. What three words would your high school teachers or college professors use to describe your work ethic?

3. How do you function as a team member? Please give a specific example of your experience working on a team (not including playing sports), and how you contributed and worked with others to accomplish goals.

4. How would you work with a student who is not motivated to do well in school?

5. We are looking for tutors in **Subject**. Please tell me your strongest subjects and why they are such. (If they don't mention **Subject**, ask specifically about their competence in those areas).

6. We are looking for Academic Mentors who cannot only help students grasp challenging subject matter, but also connect with students on a personal level – beyond just math and science - to motivate them to do well in school and work hard to achieve their dreams. Tell us why you think you are the best person to be an Academic Mentor at **School Name**.

7. Have you ever been subject to any disciplinary action at a job? Explain.



Academic Mentor Training Modules

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

- ▶ Begin by going to the Weber State University's web page for "Center for Community Engaged Learning" at [Weber State University - CCEL](#).
- ▶ Once on the Center for Community Learning webpage, click on "Students".
- ▶ In the "Students" drop-down menu, click on "Online Training Modules".
- ▶ You should now be on the "Online Training Modules" homepage.
- ▶ **Create a Guest User Account by following the hyperlink and instructions provided.** Please write down your username and password, as you will be using them at the end of each module.
- ▶ The modules and corresponding quizzes are on the right-hand side of the webpage. **Academic Mentors should complete Modules Four, Five, and Six online.**
- ▶ To begin, click on the Module #4 – Intro to Tutoring and Mentoring – and read through the slides. At the end of each Module, there will be a link to a quiz. You will enter the username and password that you created for your guest user account. When you get to the end of the Module, click on the Test link again and enter your username and password – this will take you to the quiz.
- ▶ Please be sure to be at a computer with access to a printer. When you complete the first quiz successfully, you will be prompted to print out a *Certificate of Completion*. You must give this certificate to your supervisor, so it must be printed out at the time of completion. There is no mechanism for returning later to retrieve this certificate. If the quiz is not successfully completed, you may try again using the login and password you created, until successful completion is accomplished.
- ▶ Once you have completed Module 4, please complete Modules 5 and 6 online using the same process.



Attachment 6

Sample Evaluation Form**Nevada GEAR UP Academic Mentor Performance Evaluation**

Academic Mentor: _____ Date: _____

Evaluator: _____ Evaluator's Title: _____

Evaluation of job performance is an ongoing process. This form is to be used for evaluations during the year when formal feedback is needed, or annually at minimum.

Criteria:

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

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

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

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

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

Rating Scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree 6 = Not Applicable

Please circle, mark, or X to select.



Instructions:

- ▶ Please fill out the following evaluation objectively and to the best of your ability.
- ▶ Please fill out all required fields.
- ▶ Please provide additional comments in the space provided, as relevant and necessary.
- ▶ You may use additional sheets if necessary.



Nevada GEAR UP Academic Mentor Performance Evaluation Form

Academic Mentor: _____ Date: _____

Evaluator: _____ Evaluator's Title: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree 6 = Not Applicable

Part I – Communication

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

1 2 3 4 5 6

2. Academic Mentor checks emails and voicemails on a regular basis and is prompt and thorough in replying to communication from GEAR UP staff and teacher(s).

1 2 3 4 5 6

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

1 2 3 4 5 6

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

1 2 3 4 5 6

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

1 2 3 4 5 6

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

1 2 3 4 5 6

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

1 2 3 4 5 6



Nevada GEAR UP Academic Mentor Performance Evaluation Form

Academic Mentor: _____ Date: _____

Evaluator: _____ Evaluator's Title: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree 6 = Not Applicable

Part II – Documentation

1. Academic Mentor regularly maintains the Academic Mentoring Log to reflect all services provided to GEAR UP students.

1 2 3 4 5 6

2. Academic Mentor submits accurate and legible Academic Mentoring Logs on time.

1 2 3 4 5 6

3. Academic Mentor submits time sheets on time.

1 2 3 4 5 6

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

1 2 3 4 5 6

5. Academic Mentor ensures there are no discrepancies between time sheets and Academic Mentoring Logs.

1 2 3 4 5 6

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

1 2 3 4 5 6

7. Academic Mentor maintains confidentiality and security of all GEAR UP student information per FERPA and school guidelines.

1 2 3 4 5 6



Nevada GEAR UP Academic Mentor Performance Evaluation Form

Academic Mentor: _____ Date: _____

Evaluator: _____ Evaluator's Title: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree 6 = Not Applicable

Part III – Professionalism

1. Academic Mentor takes pride in their work, behaves with ethical integrity, develops credibility, has a positive attitude, and is focused, motivated, helpful, and trustworthy.

1 2 3 4 5 6

2. Academic Mentor models expected behaviors, displays emotional maturity, and is cordial and respectful to all staff and participants.

1 2 3 4 5 6

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

1 2 3 4 5 6

4. Academic Mentor values the importance of delivering high-quality services to diverse groups of students.

1 2 3 4 5 6

5. Academic Mentor participates actively in group settings, offers opinions constructively, and encourages cooperation and collaboration with other staff.

1 2 3 4 5 6

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

1 2 3 4 5 6

7. Academic Mentor accepts constructive criticism, shares responsibility for failures, does not repeat mistakes, and finds more effective approaches to completing tasks.

1 2 3 4 5 6

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

1 2 3 4 5 6

9. Academic Mentor presents an appropriate appearance.

1 2 3 4 5 6



Nevada GEAR UP Academic Mentor Performance Evaluation Form

Academic Mentor: _____ Date: _____

Evaluator: _____ Evaluator's Title: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree 6 = Not Applicable

Part IV – Academic Mentoring Skill

1. Academic Mentor demonstrates mastery in subject matter.

1 2 3 4 5 6

2. Academic Mentor consistently receives positive feedback from students.

1 2 3 4 5 6

3. Academic Mentor has positive observation feedback from school staff.

1 2 3 4 5 6

4. Academic Mentor uses appropriate incentives and tools to motivate and encourage students to succeed and achieve goals.

1 2 3 4 5 6

5. Academic Mentor shows effectiveness in planning academic mentoring sessions as demonstrated by teacher feedback and Academic Mentoring Logs.

1 2 3 4 5 6

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

1 2 3 4 5 6



Nevada GEAR UP Academic Mentor Performance Evaluation Form

Academic Mentor: _____ Date: _____

Evaluator: _____ Evaluator's Title: _____

Part V – Overall Performance

5. Exceptional

Performance far surpasses expectations due to exceptionally high quality of work performed in all essential areas of responsibility, resulting in an overall quality of work that is superior.

4. Exceeds Expectations

Performance consistently exceeds expectations in all essential areas of responsibility, and the overall quality of work was excellent.

3. Meets Expectations

Performance consistently meets expectations in all essential areas of responsibility, at times possibly exceeding expectations, and the quality of work overall is very good.

2. Needs Improvement

Performance does not consistently meet expectations. Performance fails to meet expectations in one or more essential areas of responsibility and/or one or more of the most critical goals are not met. *An improvement plan must be developed by the committee.*

1. Unsatisfactory

Performance is consistently below expectations in most essential areas of responsibility and/or reasonable progress toward critical goals is not made. Significant improvement is needed in one or more important areas. *An improvement plan must be developed by the committee.*

Employee's Signature: _____ Date: _____

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

Evaluator's Name: _____ Job Title: _____

Evaluator's Signature: _____ Date: _____

Supervisor's Name: _____ Job Title: _____

Supervisor's Signature: _____ Date: _____



NEVADA GEAR UP

Academic Mentoring Log

Academic Mentor: _____ GEARS Data Entry Date: _____