



## T-MENTOR'S ROADMAP

### T-MENTOR Overview

The T-Mentor (Teaching Mentor) is a teacher who provides mentorship to their students. The T-Mentor is a critical member who helps to develop and maintain a community conducive to student success by encouraging positive behaviors and addressing behaviors that are detrimental to the individual and/or community.

As a T-Mentor, you play the following roles for your mentee(s):



**Connector:** Connecting students to on-campus and off-campus resources that will help them feel engaged, educated and empowered within the school community.



**Communicator:** Communicating to your mentee(s) about events, activities, and other extracurricular projects happening in the school community.



**Character Builder:** Helping your mentee(s) develop the mental, moral, social and personal qualities distinctive to themselves as individuals.



**Coach:** Providing guidance through the sharing of academic best practices to improve outcomes and gain positive results..



**Confidant:** Being a trustworthy person, with whom one feels comfortable sharing private matters, trusting that you won't be judgmental.



**Confronter:** When necessary, delivering unfiltered and honest feedback to your mentee(s) about practices that you identify as counterproductive to the personal and academic growth of the student

Life Skills Driven	Academically Focused
<p>Weekly Activities</p> <ul style="list-style-type: none"> <li>• Life-skills Workshops</li> <li>• Social Bonding</li> <li>• Empowerment Affirmations</li> <li>• Service Projects</li> </ul>	<p>Weekly Activities</p> <ul style="list-style-type: none"> <li>• Academic Workshops</li> <li>• Study Groups</li> <li>• On-Campus Service Activities</li> <li>• Academic advice</li> </ul>



## QUALITIES OF SUCCESSFUL T-Mentor

- **Personal commitment to be involved with another person for an extended time — generally, one year at minimum.** T-Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions and to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul to be there long enough to make a difference.
- **Respect for individuals and for their abilities and their right to make their own choices in life.** T-Mentors should not approach the mentee with the attitude that their own ways are better or that participants need to be rescued. T-Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their mentees and the privilege of being advisors to them.
- **Ability to listen and to accept different points of view.** Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. T-Mentors often help simply by listening, asking thoughtful questions and giving mentees an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.
- **Ability to empathize with another person's struggles.** Effective T-Mentors can feel *with* people without feeling pity *for* them. Even without having had the same life experiences, they can empathize with their mentee's feelings and personal problems.
- **Ability to see solutions and opportunities as well as barriers.** Effective Peer T-Mentors balance a realistic respect for the real and serious problems faced by their mentees with optimism about finding equally realistic solutions. They are able to make sense of issues and point out sensible alternatives.
- **Flexibility and openness.** Effective T-Mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees, to learn new things that are important to their mentees (music, styles, philosophies, etc.), and even to be changed by their relationship



## T-MENTOR GOAL SETTING GUIDE

To give a broad, balanced coverage of the important areas in your mentee(s) life, try to set goals in some of the following categories.

**Academic** – How do you want to perform related to your grades, attendance, and behavior in the school environment? What are you willing to sacrifice in order to achieve excellence?

**Career** – What level do you want to reach in your career, or what do you want to achieve?

**Financial** – How much do you want to earn, by what stage? How is this related to your career goals?

**Education** – Is there any knowledge you want to acquire in particular? What information and skills will you need to have in order to achieve other goals?

**Family** – Do you want to be a parent? If so, how are you going to be a good parent? How do you want to be seen by a partner or by members of your extended family?

**Attitude** – Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? (If so, set a goal to improve your behavior or find a solution to the problem.)

**Physical** – Are there any athletic goals that you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?

**Pleasure** – How do you want to enjoy yourself? (You should ensure that some of your life is for you!)

**Public Service** – Do you want to make the world a better place? If so, how?



## **Guidelines for Courtesy and Respect**

We would like to welcome you into an environment that creates a sense of community, pride, courtesy, and respect; we are all here to work cooperatively and to learn together.

In order to create a smooth and harmonious learning community, please make every attempt to attend all the class sessions, arrive on time, and stay until the end of every session unless you have informed us that you must leave early. There may be a time when you are unavoidably late for the class. In that case, please come into the room quietly and choose a seat closest to you.

T-Mentors and students have a special culture of caring and respect for one another. In the spirit of this culture, you are asked to be sensitive and courteous to others.

Once the session has begun, please do not leave the room and then re-enter unless it is absolutely necessary. If you miss a class for any reason, you should ask for all material covered, announcements made in your absence, and reach out to acquire any materials that may have been distributed in session.

It is important that we are all able to stay focused on the discussion. For this reason, only one person at a time in the class should be speaking. Side conversations are distracting for peers and teachers. As you can see, simple norms of courtesy should be sufficient to have our class run in the best interests of all of us. Thank you in advance for your cooperation.



## T-Mentor and Student Agreement

We, \_\_\_\_\_ and \_\_\_\_\_ agree to participate in this T-Mentor and Student Relationship.

We understand that the T-Mentor is someone who wants to help a student(s) be a success in school and in life and will act as a Mentor, advisor, and role model. We also understand that the T-Mentor and Student must be responsible and respectful in our interactions with each other. We understand that the T-Mentors and student(s) agree, for 9 months, to meet periodically throughout the course of the school year.

In return, we agree to:

- Try hard to have a good relationship with each other;
- Keep all of our appointments;
- Notify each other if we cannot keep an appointment for any reason;
- Respect the guidelines;
- Attend class regularly;
- Abide by the rules and regulations of the class;
- Communicate with each other if we feel uncomfortable or experience problems at any time during the school year; and
- Fill out the pre-program survey in the beginning and the post-program survey at the end of the year.

We understand that if we consistently miss three Peer to Peer sessions we may lose the privilege of participating in the program.

\_\_\_\_\_  
T-Mentor Signature

\_\_\_\_\_  
Student Signature



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