



Teacher Guidelines and Expectations for working with Inspiring Minds

In the In-School Tutoring and Mentoring Program

Our Mission:

Inspiring Minds empowers students to succeed and thrive in school and life by developing trusted relationships with community members who are knowledgeable of the culturally responsive, academic, and socio-emotional needs necessary for student success.

Relationships matter. We want a positive relationship between Inspiring Minds, you, your volunteer, your school, and your students. This guide will answer the most frequently asked questions about our program.

Program Summary:

Program	Program Model	Teacher Requirements	Types of Volunteers	Data Consent must be distributed.	Pre-Post Student Assessment
In-School Tutoring and Mentoring	Explorers or Volunteers work 1:1 or in small groups of up to four with pre-selected students. These students are the same each week for the year.	<ul style="list-style-type: none"> • Complete the volunteer request form. • Identify and report student names in advance of volunteer placement. • Plan activities for students to do with their volunteers. 	Community and College Volunteers	Yes	Yes

Program Model

Our tutors/mentors work as in-class support for Providence students in grades Pre-K through 5 who identify as at-risk or need intervention by school faculty. Volunteers are matched with students 1:1 or in small groups of no more than 4. Our volunteers can support in any class with 1:1 or small group work in literacy or math.

Volunteers initiate a two-part strategy; academic support, the clearly defined work to support the student's academic skill development, and mentoring, the indirect work aimed at cultivating positive relationships which will boost confidence and promote academic achievement.

Academic Support is the clearly defined work to support students' academic skill development. We work with students in grades PreK-5. Tutoring at this grade level is not the same as it is for upper and college-level students. Our volunteers are not experts. They're caring and committed folks who want to support public education. They are there to help in a small group setting. They can be assigned to kids who are behind, but be mindful of the volunteer's skill set. Often they are just starting out working in the education field.

Mentoring: We train volunteers intentionally to build relationships while providing academic support to students. Utilizing the [Search Institutes' Developmental Relationships Framework](#), allows each person (both the volunteer and student) involved to experience care, challenge, support, shared power, and expanded possibilities. Developmental relationships help people grow. By nurturing self-expression, critical reflection, and social skills, they continually open up new possibilities for success and opportunities to make a difference.

In each session, our volunteers and students engage in about 60 minutes of structured, academically-aligned activities around classroom topics. These happen in the classroom, during the school day. We push in and do not pull out. Volunteers must work in the classroom, not in a hallway or another room.

The school-day teacher designs the activities. The activities vary depending on student needs. You are the child's teacher; you determine their activities. If you need some help determining activities, just give us a call. We're happy to help.

Some volunteers read to or with students, some support the students during class time, and some are provided with specific activities to do with each student.

Teachers should consider using the IRLA and provide the appropriate American Reading Company extension activities to the volunteer.

WHAT CAN INSPIRING MINDS VOLUNTEERS DO?

Inspiring Minds' mission is to empower students for success in school and life by providing them with trusted relationships, tutoring and mentoring by inspired community members.



1 BUILD RELATIONSHIPS

Relationships first, always. Our volunteers are trained in the Search Institutes' Developmental Relationships Framework and will express care, challenge growth, expand possibilities, provide support, and share power..



2 PROVIDE 1:1 SUPPORT

Our volunteer listens and acts as a guide for the mentee, suggesting possible courses of action and helping them think through their assignments while having a champion by their side.



3 PROVIDE SMALL GROUP SUPPORT

Many teachers assign our volunteers to a small group to engage children in enjoyable experiences with literature and math, modeling through their actions that reading and writing are pleasurable and valuable activities, helping children feel successful by giving positive feedback, extending or supporting the learning that happens within the classroom.



4 SUPPORT A LEARNING CENTER

Volunteers love to work with a PreK or K learning center and keep students engaged. Our volunteers are trained to ask good questions about their students learning process.



5 READ TO AND WITH STUDENTS

Our volunteers love to read to and with students, and help spark a love of reading for pleasure.



FOR MORE INFORMATION ON OUR PROGRAMS AND SERVICES
WWW.INSPIRINGMINDSRI.ORG

We train our volunteers to intentionally incorporate conversation, relationship-building, and mindfulness strategies into each session to address social-emotional needs and 21st-century communication skills.

We recruit more than 500 volunteers annually to do this work. Volunteers work with students for a minimum of one hour per week during the school year, but most work 2-4 hours per week.

About our Volunteers:

- **Community Volunteers:** Our community volunteers come to us wanting to support Providence's youngest learners with in-school academic and social-emotional support. 40% of our community volunteers are retired educators. Many are former for-credit college volunteers who continued.
- **College Volunteers:** 80% of our volunteers are college undergraduates completing service-learning for a course requirement.

All for-credit volunteers require the supervising teacher to complete a disposition form at the end of their semester. In addition, a certified teacher in each classroom must be willing to complete the disposition form for each for-credit student by the end of the semester. These are provided to you by the undergraduate volunteer.

You will recognize a For-Credit Volunteer by their nametag. You will see a college logo in the place of their photo.

- **Explorers** Are young adults considering becoming a teacher or working with urban youth in some way. The requirement for the program is that they are ages 18-24, and identify as BIPOC or multilingual. This program aims to expose the youth to the impact they can make in the lives of young people and the myriad career opportunities in Providence Public Schools.
- **Off-Campus Work-Study:** Several of our college volunteers receive Federal Off-Campus Work-Study for their service with Inspiring Minds. This means they are getting paid to volunteer in a classroom.

Special Care and Feeding of Volunteers

Type of Volunteer	Scheduling	Special Care and Feeding
Community Volunteers	They are usually pretty flexible on days and times. Just make sure our schedule matches yours!	They like to know you. So they feel better when you welcome them and give them a little info about the kids they'll be working with and have a plan for them.
Type of Volunteer	Scheduling	Special Care and Feeding

<p>University of Rhode Island</p>	<p>These volunteers must complete 30 hours by the end of the semester. Most are enrolled in EDC 250 and scheduled 3 hours at a time. They are applying to the school of education. Some will do more hours because they plan to be Special Educators or are enrolled in Educational Policy courses. Most are from out of state and do not volunteer during their winter break. URI students can accompany students and support itinerants and during meals and recess.</p>	<p>Students serving from URI need to have a disposition form completed by the supervising teacher at the end of the semester. It's a paper form that they will hand to you.</p>
<p>CCRI and RIC</p>	<p>CCRI and RIC students are scheduled in 2-hour blocks. They must complete 25 hours of in-school service-learning working directly with students in the classroom.</p> <p>CCRI Students are enrolled in HMNS 2710: Diversity in Education.</p> <p>RIC students are enrolled in FNED 246: Schooling in a Democratic Society.</p>	<p>Students serving from RIC need to have a disposition form completed by the supervising teacher at the end of the semester. This is an electronic form. We will share your name and email with RIC for them to send you the form directly.</p> <p>Students from CCRI also have a disposition form. It's completed on paper and provided to you by the student.</p>
<p>Brown University</p>	<p>Most of these students are placed in Dual Language and Bilingual classrooms because their personal goal is to practice conversational Spanish. In addition, these students have often enrolled in HISP710E Introduction to interpretation and translation or HISP 750B Latin American Diaspora in the United States.</p>	<p>Same as community volunteers, no special care and feeding.</p>
<p>Explorers</p>	<p>These volunteers participate in a Workforce Development Program funded by the Real Skills for Youth Program or the City of Providence. They may be as young as 16 or enrolled in college. They will work with you for up to 100 hours over the entire school year.</p>	<p>They're enrolled in this program to consider working in a Providence Public School in the future. They receive individual mentoring by our Program Coordinator. You will be asked to complete assessments of their performance. We will also schedule regular check-ins and observations for Explorers.</p>

Off-Campus Federal Work-Study	We work directly with URI, RIC, Brown, Johnson and Wales, CCRI, and Providence College to provide opportunities for undergraduates to receive their federal student aid award by tutoring and mentoring in classrooms. They can work up to 15 hours per week, depending upon their financial aid award.	Same as community volunteers, no special care and feeding. They'll likely not "work" during college breaks."
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Volunteer Pre-Service Orientation and Training Opportunities

Our volunteers have completed an initial orientation session that includes:

- Introduction to Inspiring Minds' mission and programs
- Overview of our students, their demographics, and our opportunity to make a difference
- Overview of our approach
 - "Everyday" Mentoring, what it is, and how we do it.
 - Supporting academic assignments
- Important Policies
 - Mandatory Reporting
 - Code of Conduct
 - Dress Code
 - Non-Discrimination of Transgender and Gender Expansive Students
 - Racial and Ethnic Equity
 - Confidentiality
 - Internet Acceptable Use Policy
 - COVID-19 Protocols
- What to do on your first day
 - Informational sheet about the school.
 - Information on additional resources, training, and workshops is available through Inspiring Minds.

Volunteers are encouraged to attend additional workshops and training. Inspiring Minds offers several training opportunities for volunteers. Please see our training opportunities on our website, www.inspiringmindsri.org.

How Volunteers Are Scheduled

Volunteers are scheduled for their shifts in advance in our online management system. You are notified in advance of volunteer placements by email. In addition, your school's shared electronic folder has a complete list of volunteers, including their contact information. We update this information weekly by the close of business on Friday.

Welcoming your Volunteers

Before your volunteer starts, we will notify you via a google form. The form asks for you to give us the names of the students you plan to assign to your students. This is critical. To continue receiving funding to recruit, screen, orient, train, and support the volunteers, we must report the names of the students we serve to the RPA office. Therefore, please enter the child's full name as it appears in Skyward.

Once you give us the name, please send home the data consent form to the student's parent/guardian. Once it is returned, please leave it for us in the pink volunteer binder at your school's main office.

Volunteers will often introduce themselves by email before their first shift. They often have questions about their students and how they can best help. If you can, schedule a time or provide them with some information about their students.

On the volunteer's first day, please,

- Welcome the volunteer to the classroom and introduce them to the students.
- Communicate your expectations.
- Allow them to observe the classroom and learn about the norms of the class.

If an agreed fit, plan for the volunteer's return by:

- Confirming their placement and identifying the assigned students.
- Providing a space for the volunteer to utilize when working with students.
- Identify which materials they should use and where to find them.
- Provide direction regarding the activities the volunteer will implement when working with students.

Suitability

If, for any reason, you believe the placement is not a good fit, notify us immediately.

Volunteer Expectations

During orientation, volunteers review and commit to the following expectations:

- Treat this volunteer assignment as a commitment and be on time, as scheduled.
- Give their full attention to their assigned students.
- Inform the host teacher know as soon as possible if they cannot attend a scheduled session.
- Document every session in the office's sign-in sheet and electronically through GivePulse.
- Wear an Inspiring Minds name badge at each session.
- Dress appropriately and follow the school dress code while volunteering.
- Follow all school rules.
- To foster inclusion, remain in the general education classroom setting to the greatest degree possible, and minimize pull-out services or separate instruction.

Our training includes explicit training that requires volunteers to:

- Comply with Rhode Island General Law 40-11 et. seq. and will report known or suspected child abuse and neglect of a child as required by Providence Public Schools.
- Never be alone with students; always be under the supervision of faculty.
- Never accompany children to the restroom and use designated adult bathrooms.
- Abstain from contact with students outside of the school setting, either through social media or other means.
- Never give students money, food, gifts, etc.
- Not to use cell phones while in the classroom.
- Maintain student confidentiality.

Shift Changes:

If volunteers would like to attend shifts outside their regular schedule or attend special events or field trips, they must report that to Inspiring Minds. We ask them to check with you first, and then we will add the shift.

Classroom Visits:

Our program director will visit classrooms, conduct observations, and coach volunteers as necessary.

Communication

Communication is essential for our program's success. We will reach out to you and ask that you please respond to our emails/texts/calls in a timely way so that we can place volunteers quickly. New in 2022, we'll send a teacher newsletter quarterly. Teachers can also sign up to receive the volunteer newsletter and be added to our organization's mailing list.

Data

Each volunteer completes an impact statement immediately following each shift. This information includes a record of their date and time of attendance, a five-star rating of their experience, and a written reflection. We share this information with your school and district's leadership.

Student data is essential to us. Please report the students working with Inspiring Minds to program leadership **before distributing data consent forms**. We do not need parental consent to get their names. Parent Data consent forms are to access their student record at the end of the year for reporting purposes.

Issues and Concerns:

Please inform us if there are any concerns or issues with your volunteer. We will address concerns with volunteers right away.

Office: 65 Pavilion Avenue

General Mailbox: inspire@inspiringmindsri.org

Phone: 401-274-3240

[Our staff list and bios are here.](#)

We follow up! Please expect to hear from us. We want to know how things are going. We visit each school regularly and may schedule observation time for your volunteers.

I have read and understood the guidelines and expectations for working with Inspiring Minds.

Teacher Signature

Date