

Mentoring & Coaching Monthly

Volume VIII • Issue IV • April 2021



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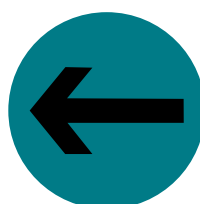
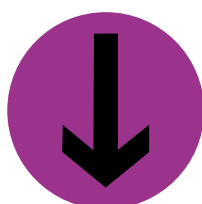
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**“Go down deep
enough into
anything and
you will find
mathematics.”
— Dean Schlicter**



In This Issue

Welcome to the April 2021 issue of Mentoring & Coaching Monthly. In this issue, we will talk about Spring mentoring opportunities, teacher-to-teacher mentoring relationships, and Math Awareness Month. Spring is a time for growth in nature, and for students, teachers, or individuals. AP teachers can join mentoring groups to improve teaching styles, student performance, and overall classroom success to be the best educators possible. Mathematics and statistics awareness month is about raising awareness for the applications and future uses of these subjects. Math is seen in virtually every aspect of life, including areas such as medicine and marketing. Join in on math awareness and encourage everyone to participate in the math contest!



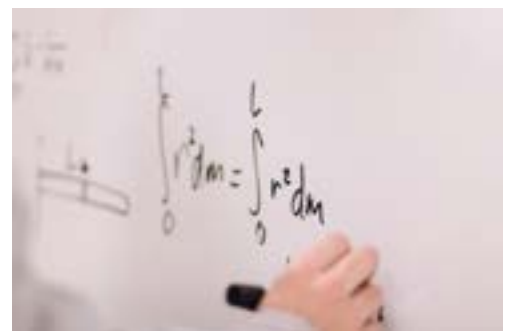
Editor's Letter

Welcome back to Mentoring & Coaching Monthly for our April issue! The Vine Mentoring Program nurtures children and produces the fruits of knowledge and competence. Children are the future of mentoring and education, and providing mentoring opportunities and options is essential.

Linda Phillips-Jones, Ph.D., Jean Ann Walth, B.A., and Carlos Walth, B.A. aim to help child mentees with their 100 mentoring moments. Read about their out-of-the-box ideas and find opportunities to implement mentoring moments in your mentoring programs.

Matching or pairing mentors and mentees is a critical process for mentoring programs' outcomes. Personality types, goals, ambitions, and even temperament can determine whether a pair will succeed or not. Informal mentoring relationships do not have the same challenges as formal mentoring relationships because formal mentoring programs use a third party that may forcefully pair a mentor and mentee. Chronus has four steps to improving mentor matching. Please read them and see how future mentoring relationships can improve.

Mathematics is the foundation of architecture, medicine, business, finances, biotechnology, scientific studies, and so much more. Math and statistics open the doors to an entirely new understanding of the world, and that is why April is the month of mathematics and statistics awareness. Celebrate mathematics awareness month by encouraging others to ask questions about math or join the math contest. Thank you for joining us for the latest on mentoring and coaching!



Mentoring Programs

AP Mentoring

AP students and teachers deserve extra help and support from their principal and those testing them. Collegeboard offers a teacher-to-teacher mentoring program either during the Spring or as a year-long program. This program aims to improve teaching skills by pairing experienced AP teachers with newer AP teachers.

The mentoring program is open to AP teachers in Computer Science, Computer Science Principles, English and Literature Composition, U.S. Government and Politics, and U.S. History. During the Spring semester, mentors and mentees meet virtually for a four-hour long sessions, or for ten sessions over the rest of the year.

Peer mentoring can be highly effective in supporting teacher's practice when it is taught over the course of the school year, providing opportunities for reflection and application. Focusing on AP requirements improve student performance with personalized feedback, full-year programs, teacher-to-teacher support, and meaningful collaboration with other educators who teach the same subject. Follow the link to read more about the program and find opportunities for your local schools and teachers.



[Read the article here](#)

Mentoring Programs



The Vine

The Vine, Spring ISD's Mentoring program is the "source of light for the branches," working to connect students and help them grow throughout their life. The Vine pairs students with caring adults who become their advocates, teachers, listeners, guides, sponsors, and of course, mentors. It prepares students to become learners, critical thinkers, and responsible citizens that are ready to contribute and become a leader for their society.

The Vine introduces students to encouragement, support, and guidance that fosters growth, ambition, and potential. In this program, mentors help children developing their communication skills, providing social and emotional support, and increasing future opportunities. Participants will show better attendance, academic progress, and gain information about learning options.

Vine mentors are the source of support for the students to help them realize their full potential. The Vine Mentoring Program will provide students positive relationships with caring adults who can help advance their leadership skills, community service responsibility, and increase college and career opportunities. Mentors commit for 30 minutes to an hour every week for one school year, virtually or in person. Those interested must complete the applications in the links provided.



[View the website](#)

[Application form](#)

[Volunteer](#)

Tips and Tricks

100 Mentoring Moments

When mentoring children, it may be challenging to ensure they are comfortable, and conversations may feel forced. Mentoring is more than “another meeting or program,” because it introduces a relationship. Personal involvement in helping mentees, such as spending time doing things together, is what builds relationships and saves lives. Linda Phillips-Jones, Ph.D., Jean Ann Walth, B.A., and Carlos Walth, B.A. explain how layering mentoring moments rather than having big meetings may be less intimidating for the younger populations. They offer 100 tips to provide a more comfortable environment for the mentee.

These ideas come from interviews and observations of mentors, mentees, and youth program staffs. This requires your personal active involvement, which can take place during mentoring meetings or whenever a spontaneous moment occurs for you to connect with your mentee. There is no particular order to take these ideas listed. They are presented to give you insights on how to bond and create a plan based on what works best for your mentee.

These tips are directed to mentees ages 11-20 but are adaptable for other age groups. Their tips generally fall into the following categories: event, mundane activity, a phone meeting, sponsorships, or family time. Some may encourage a mentee to step outside of their comfort zone or challenge the current relationship’s structure, such as number 26, “Ask them to teach you something. If it is too difficult for you, admit it.” Read the whole article to get some exciting ideas to enhance mentoring moments and strengthen mentoring relationships.

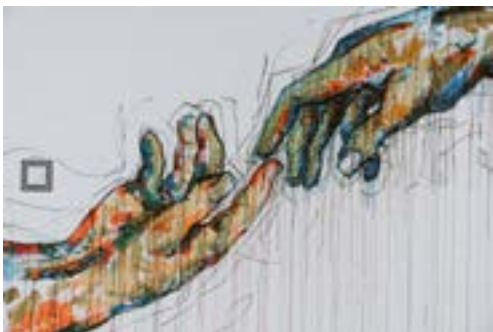


[See the list here](#)

Tips and Tricks

Matching Mentors and Mentees

One of the most critical parts of a mentoring relationship is the pairing process. Of course, informal mentoring relationships have the highest level of satisfaction from the mentees, while formal mentoring programs with a randomized pairing system have the lowest. Informal mentoring relationships occur when a mentee and a mentor have common interests, personalities, or goals.



[See Chronus article here](#)

[Read Oregon State article](#)

However, formal mentoring relationships arise when a third party helps to establish a mentoring relationship. In cases such a departmental or institutional setting, formal mentoring helps programs ensure that some mentoring is occurring. Randomly assigning students to a mentor is associated with the lowest degree of success, that is why students and professors are encouraged to develop informal mentor-mentee relationships based upon their interests and compatibility.

A program that satisfies the needs of the mentors and mentees is accomplished with organizations that match the right participants together. This will impact the engagement of work performance and likelihood of participants not leaving an organization. Mentoring in an organization can increase retention, enable development, and build stronger relationships if a structured and proactive approach is taken at the start.

Chronus suggests four-steps process to effectively match mentors and mentees:

1. Identifying the purpose of the relationship. Clear objectives facilitate the process of pairing mentors and mentees.
2. Selecting a matching type. The program manager may select from self-matching, which allows for mentees to select a mentor; admin matching, where the company decides who will be part of the mentoring relationships; bulk matching, when the software pair large numbers of participants; and hybrid matching, which is a combination of two of the other matching types.
3. Creating the matching criteria and profiles. The program manager selects the matching criteria, participants fill out their profiles, and participants are matched based on similarities.
4. Providing training for mentors and mentees to have a successful relationship.

Following these steps in the pairing processes create stronger relationships in the future. Follow the links to read the full article.

Insider's Look

Peer Mentoring

COVID-19 created a challenging environment in higher education, and peer-mentoring might be a solution. Peer mentoring relationships offer empathy, trust, and a shared perspective. College students are twice as likely to engage in work if they have a mentor who encourages their dreams, say Krusemark and White. Likewise, mentoring relationships can positively impact learning experiences through assessments, reducing anxieties, and encouraging participation. According to the Mentor Collective,

“peer mentoring often has an outsize impact on student success, particularly when institutions leverage technology and design a program to fit the size and needs of their specific student population.”

Some students seek mentoring through websites like LinkedIn but do not get the necessary structured personal relationships with minimal opportunities. Having a peer mentor/mentee relationship provides students with someone that offers knowledge and understanding of the institution. Peer mentorship should be considered a “required pillar” of an institution’s student success strategies.

Mentor Collective (MC) partners with universities to pair students with relevant professionals with a customized online platform and program team. MC had conducted a meta-analysis across fifteen of its programs, finding the effect of mentorship had an average retention increase of 3.84 percent. Lehigh University Center has partnered with MC to develop a mentorship program for their 1,500 incoming first-year students in 2017. Volunteers and mentors attended an online training to understand concepts of self-efficacy and active listening. The platform includes easy communication for mentors and mentees. The platform is also used by mentors to alert administrators regarding challenges students may be facing with a responsive help desk. Learn more about the benefits of peer-mentoring by following the link to the full article.



[Read the article here](#)

This Month

Mathematics Awareness Month

April marks the month for mathematics and statistics awareness. Since 1986, mathematics and statistics awareness month aims to increase the appreciation of the subjects and public understanding. Mathematics and statistics play a prominent role in understanding security, disease, climate change, and so much more. Every day, experts in these fields find new applications in medicine, production, energy, and business.

The American Mathematical Society offers free content on their website that can be used for informal learning and enrichment. They include 12 things to start thinking about careers and recreation, with activities including playing games, listening to podcasts, and informative links to articles.

The Joint Policy Board for Mathematics (JPBM) promotes Mathematics and Statistics Awareness Month each April to increase public understanding and appreciation for mathematics. JPBM selects an advisory committee, creates a poster, and then supports college and university departments, student groups, and interest groups. JPBM works to increase the visibility of mathematics and statistics. Activities are held at local, state, and regional levels. These activities include a wide variety of workshops, competitions, exhibits, festivals, and much more. High schools are also involved in awareness activities, aimed to increase public understanding and appreciation of mathematics. Mathematics and Statistics Awareness Month now offers resources for department chairs, selected high school teachers, public policy representatives, and leaders or related associations to share throughout the month.

Join this organization in their efforts to increase understating and appreciation of these fields using #MathStatMonth in your social media or by participating in the different activities available this month.



[Read the article here](#)

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[ASA](#)

[Cornell University](#)

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[Math Contest](#)