

### Bearcats Academy Mentor Record Sheet

#	Session (Date and Time)	Goal	Youth Action Steps	Mentor Action Steps	Notes
20	9.19: How do I stay active and keep learning during the summer? What will be my 10th grade plan?  <b>4/26/2021</b>	Discuss student's plans for the summer and the next school year	-Discuss summer plans/ plans for next year	-Listen, ask questions	We had some extra time after completing session 9.18, so we went ahead and had a discussion about her plans for this summer and the next school year. She has a lot of exciting things planned (she plans on getting a job and joining a sport!). I am really proud of her and can't wait until next year!
19	9.18: Q4: How does a scholar reflect and plan?  <b>4/26/2021</b>  5 PM to 6 PM	Student will check their grades/ GPA, review their participation in BA and discuss their needs, submit their poster, and complete the end of year survey and portfolio prompt.	-Reflect on previous goal-plan-action sheets and discuss how they have been going so far -Check in on their grades/ GPA -Fill out and discuss the 9.18 Progress Report -Review and discuss the 9.2 Bearcats Academy Agreement -Fill out the Portfolio Prompt -Fill out the end-of-year survey -Discuss any needs/ questions/ ideas involved with moving forward in the program	-Congratulate student on a job well done this year -Look back on previous goal-plan-action sheets and discuss how they have been going so far -Discuss and fill out the 9.18 Progress Report -Review and discuss the 9.2 Bearcats Academy Agreement -Talk through the Portfolio Prompt -Have student fill out the end-of-year survey -Discuss any needs/ questions/ ideas involved with moving forward in the program	
18	9.17: How do I give or get feedback?  <b>4/23/2021</b>	Student will listen to feedback from others and/or self-evaluate their research project	-Discuss strategies to practice presenting -Present their research as if it was the real deal and I was their audience -Use the evaluation form to discuss what they	-Discuss how a good strategy can be to record yourself presenting and then watching the recordings to learn more about how you present -Ask the student to present their research	We completed all of the tasks.

	5 PM to 6 PM		<p>thought went well/ needs improvement</p> <ul style="list-style-type: none"> <li>-Answer/ listen to my answers for the discussion questions and ask any additional questions</li> <li>-Write a short summary of the summary and comment on how they can improve for future work</li> </ul>	<ul style="list-style-type: none"> <li>-Give the student feedback</li> <li>-Use the evaluation form to help them understand what went well/ what could use improvement</li> <li>-Ask them/ answer the following discussion questions:               <ol style="list-style-type: none"> <li>1. <i>What feedback would be helpful?</i></li> <li>2. <i>What can you use to make changes?</i></li> <li>3. <i>What is hard for you to hear? Why?</i></li> <li>4. <i>What questions would audience members ask?</i></li> <li>5. <i>What can you learn from this experience?</i></li> </ol> </li> </ul>	
17	<p>9.16: How do I present my research findings?</p> <p><b>4/23/2021</b></p> <p>5 PM to 6 PM</p>	<p>Student will plan what they would say for a poster presentation. They will also determine what they should wear when addressing a research audience</p>	<ul style="list-style-type: none"> <li>-Review the research checklist</li> <li>-Watch the video to learn more about research posters</li> <li>-Talk about the evaluation document and what skills are needed for presenting</li> <li>-Discuss what they would wear to a research event</li> <li>-Watch the other video about presenting</li> <li>-Discuss the five questions provided to help them prepare</li> </ul>	<ul style="list-style-type: none"> <li>-Review the research checklist</li> <li>-Answer any questions the student has about the video</li> <li>-Explain the evaluation document, answer any questions, discuss necessary skills for presenting</li> <li>-Ask the student the following questions about their work:               <ol style="list-style-type: none"> <li>1. <i>What is the hook?</i></li> <li>2. <i>What are key findings?</i></li> <li>3. <i>What references helped the most?</i></li> <li>4. <i>How will you field questions from the audience?</i></li> <li>5. <i>What is next?</i></li> </ol> </li> </ul>	<p>We completed all of the tasks for this session. We were feeling very productive so we also went ahead and did all of the tasks for the 9.17 session as well.</p>
16	<p>9.15: How does a scholar reflect and plan?</p> <p><b>4/13/2021</b></p>	<p>Student will check their GPA/ course grades, review their participation in/</p>	<ul style="list-style-type: none"> <li>-Check their GPA/ course grades</li> <li>-Use 9.15 progress report 3.0 HO to check on their performance and discuss what they are doing well/ need to improve</li> </ul>	<ul style="list-style-type: none"> <li>-Help check their GPA/ course grades</li> <li>-Help student use 9.15 progress report 3.0 HO to check on their performance and discuss</li> </ul>	<p>We completed all of the tasks for today and had some time left over</p>

	5 PM to 6 PM	satisfaction with BA, and submit their final APA citations for the poster presentation	<ul style="list-style-type: none"> <li>-Review the 9.2 BA agreement and discuss how everyone is holding up on their responsibilities. Also review the importance of scholarly work/ college competitiveness</li> <li>-Review the research checklist and ask any questions/ bring up any concerns</li> <li>-Discuss mentor-mentee communication/ relationship/ needs/ ideas for future sessions</li> </ul>	<ul style="list-style-type: none"> <li>what they are doing well/ need to improve</li> <li>-Review the 9.2 BA agreement and discuss how everyone is holding up on their responsibilities. Also review the importance of scholarly work/ college competitiveness</li> <li>-Review the research checklist and answer any questions/ clear up any concerns</li> <li>-Discuss mentor-mentee communication/ relationship/ needs/ ideas for future sessions</li> </ul>	
15	9.14: How do I present my research findings?  <b>4/5/2021</b>  2 PM to 3 PM	Student will plan out poster presentation layout and draft poster text	<ul style="list-style-type: none"> <li>-Review top part of 9.14 research checklist and see which components can be checked off</li> <li>-Discuss how to best share findings- graphics/ statistics/ etc</li> <li>-Complete rest of 9.14 research checklist</li> <li>-Consider which layout they want to use for their poster</li> <li>-Choose a template and format it as necessary</li> <li>-Draft language to fit into text boxes (title, problem statement/ question, results, discussion, methods, references)</li> <li>-Discuss/ ask questions about future opportunities regarding their project</li> </ul>	<ul style="list-style-type: none"> <li>-Help student review top part of 9.14 research checklist</li> <li>-Discuss options for sharing their findings</li> <li>-Help student complete rest of 9.14 checklist:               <ol style="list-style-type: none"> <li>1. Share poster variation templates (A) (B).</li> <li>2. Review the titles of each text box. Discuss: How does the work they've done fit into these categories?</li> <li>3. Discuss: What additional information may need to be found to support completion of the poster?</li> <li>4. Watch the video given to see what, why, and how for a research poster.</li> <li>5. Share the Evaluation and use it to evaluate poster B.</li> <li>6. Explain to the student that when thinking about the audience, there is a possible opportunity to present at a UC venue:</li> </ol> </li> </ul>	We completed her poster and it looks great!

				the Undergraduate Scholarly Showcase in Grade 9 or Grade 11. Review the Part II video that talks about that event and process.	
14	<p>9.13: How do I summarize/synthesize my notes/findings?</p> <p><b>4/2/2021</b></p> <p>5 PM to 6 PM</p> <p>Rescheduled due to her having an appointment</p>	<p>Student will review their notes and find items to support claims. They will decide whether they are paraphrasing, evaluating, or interpreting their information.</p>	<p>-Discuss how you can decide how a source will help you shape your inquiry about a research topic.</p> <p>-Discuss the differences between paraphrasing, evaluating, and interpreting</p> <p>-For each source that the student has gathered, they will answer: <i>What information helps you understand the context? Are there any phrases you would quote to help explain a claim?</i></p> <p>-Student will underline any more info from their notes that they want to use in-text</p> <p>-Student will find connections between their sources to come to a conclusion to share</p>	<p>-Ask the student: <i>How does the information you have found work together to help you think about the topic differently. What can you share? How can you share it?</i> (summary/judgement/interpretation)</p> <p>-Explain the differences between paraphrasing, evaluating, and interpreting</p> <p>-Help student answer for each source: <i>What information helps you understand the context? Are there any phrases you would quote to help explain a claim?</i></p> <p>-Help student find info in their notes that they can underline and use in-text</p> <p>-Help student make connections between sources</p>	<p>We completed everything that we wanted to today and even had some time left over. We used the extra time to get a little bit ahead for our next meeting by watching a video on research posters and going over our research checklist again.</p>
13	<p>9.12: How do you determine if sources shape your research?</p> <p><b>3/18/2021</b></p> <p>2 PM to 3 PM</p>	<p>Student will take notes on at least 3 abstracts related to their topic</p>	<p>-Discuss how you can determine whether or not sources can help you shape your inquiry about your research topic</p> <p>-Talk about what types of sources they have found (books, newspapers, etc)</p> <p>-Talk about what kinds of info they have gotten from their sources (data, statistics, etc)</p> <p>-If one is provided, the student will read the</p>	<p>-Discuss how you can determine whether or not sources can help you shape your inquiry about your research topic</p> <p>-Ask student to identify the kinds of sources they have so far</p> <p>-Ask student to discuss what kinds of info they have collected so far</p> <p>-Remind them to keep collecting APA citation</p>	<p>We were able to finish the majority of the notes but went a few minutes over.</p>

			<p>abstract(s) of their source(s) to see how the problem/design/method/discussion process helps their research</p> <ul style="list-style-type: none"> <li>-Take Cornell notes on the sources they think will be helpful for their topic</li> <li>-Underline the info in their notes that they want to reference in-text</li> <li>-Discuss what they have learned so far</li> </ul>	<p>information if/ when they find new sources</p> <ul style="list-style-type: none"> <li>-Have the student answer these questions: <i>Does the design give you a different perspective? Can you answer who, what, where, when, why, how?</i></li> <li><i>Does the reading interest you to learn more? It's like a preview, trailer or sneak peek. Does it warrant more attention?</i></li> <li>-Help student take Cornell notes, asking these questions and similar ones if needed: <i>What information helps you understand the context? Are there any phrases you would quote to help explain a claim?</i></li> <li>-Help student underline the info in their notes that they want to reference in-text</li> <li>-Discuss what they have learned</li> </ul>	
12	<p>9.11: Q2: How does a scholar reflect and plan?</p> <p><b>3/8/2021</b></p> <p>2 PM to 3 PM</p>	<p>Student will check their GPA, review their participation in BA, create a Goal-Plan-Action for the next quarter/ year/ or four years, submit their research topic and APA citations, and review the research checklist.</p>	<ul style="list-style-type: none"> <li>-Utilize 9.11 progress report to analyze their performance and habits in class.</li> <li>-Review the 9.2 BA agreement</li> <li>-Review importance of scholarly work/ college competitiveness</li> <li>-Finalize research topic and citations</li> <li>-Review 9.14 research checklist and discuss what they are learning</li> <li>-Use the 9.11 goal setting sheet to: set one goal, derive a plan to reach the goal, and list the steps</li> </ul>	<ul style="list-style-type: none"> <li>-Help student analyze their performance/ habits with 9.11 progress report</li> <li>-Help student review/ discuss 9.2 BA agreement</li> <li>-Help finalize research topic/ citations/ answer any questions</li> <li>-Discuss 9.14 research checklist/ ask about what they are learning</li> <li>-Help student fill out 9.11 G-P-A sheet</li> <li>-Discuss communication/ relationship/ needs/ ideas for future sessions</li> </ul>	<p>She is doing very well in school and her grades have improved a lot since last semester!</p>

			needed to execute the plan -Discuss communication/ relationship/ needs/ ideas for future sessions	-Save the 9.11 G-P-A sheet and 9.10 research topic sheet	
11	9.10: How do I give credit for sources?  <b>3/1/2021</b>  2 PM to 3 PM	Student will format a bibliographic reference page, write APA bibliographic entries for three sources, write in-text citations for three sources, and verbally explain why they are citing these sources	-Answer/ discuss the 5 questions asked -Talk about the kinds of sources they have chosen and what kind of info they have gathered from them -Explain how they will cite the info taken from the sources -Learn about different formats for citing different kinds of sources -Talk about importance of citing sources and when to use in-text citations, referring to 9.10 HO -Fill out graphic organizer -Make a google doc reference page for their sources -Underline info from notes that they want to cite in-text	-Ask student 5 questions and discuss their answers: <i>How would you feel if someone stole your ideas and used them as their own?</i> <i>Why might it be unfair to use someone else's work without giving them credit?</i> <i>What could happen to you academically if you copied someone else's work without giving credit?</i> <i>How does it help you to give credit and cite someone's work?</i> <i>How does it help the reader to see sources in your research?</i> -Express importance of citing sources -Explain different citation formats -Help them cite their sources/ determine the types of sources	We successfully finished everything for today's meeting. She got the hang of all the citations very quickly.
10	9.9: What have other researchers done?  <b>2/26/21</b>  1 PM to 2 PM	Students will be able to use a library database or Google Scholar search engine and be able to find at least 3 scholarly resources about their research topic	-Student will discuss with me their research topic -Read through 9.9 Vetting Sources HO -Test some codes from 9.9 Google Operators HO -Determine which resources they will use for their project -Understand how to determine what kind of source they are using -Locate 3 quality sources and make note of them	-Discuss the student's research topic -Help them read through 9.9 Vetting Sources HO -Help them test some codes from 9.9 Google Operators HO -Help them determine which resources they will use for their project -Help them understand how to determine the type of source they are using	We had a very productive meeting! She even decided that she was going to continue looking for sources after we ended our meeting.

				-Help them locate 3 quality sources	
9	<p>9.8: What is research?</p> <p>Postponed due to her sister going to the hospital.</p> <p><b>2/15/21</b></p> <p>2 PM to 3 PM</p>	<p>Student will define three vocab words associated with research, visit the USC: Undergraduate Research website, and read example abstracts and practice finding key research practices</p>	<p>-Use Research Vocabulary &amp; Processes HO to learn about processes/ terms</p> <p>-Practice key research terminology/ products with USC if necessary</p> <p>-Use What is research? HO to analyze four abstracts and find all research processes</p> <p>-Find sources and read their abstracts to determine relevance to research topic</p>	<p>-Help student to define key research processes and terms</p> <p>-Help student understand the vocab and processes and answer any questions they have</p> <p>-Help student use What is research? HO to analyze the abstracts/ find the research processes</p> <p>-Help student find resources and read their abstracts to determine relevance</p>	<p>We had a few extra minutes at the end, so we also calculated her overall GPA together.</p>
8	<p>9.7: Why does a scholar do research? What makes a good research topic?</p> <p><b>1/25/21</b></p> <p>2 PM to 3 PM</p>	<p>Student will define research and select three possible topics on which to do research in the coming weeks</p>	<p>-Learn about and discuss the scientific method and research/ experimentation basics</p> <p>-Discuss things they might be interested in researching</p> <p>-Discuss past research experience (if any)</p> <p>-Brainstorm research topics and pick three they are most interested in</p>	<p>-Help student see how their research can make them stand out when getting ready for college</p> <p>-Help student understand how past sessions will help them with their research</p> <p>-Discuss scientific method, basics of research/ experiments</p> <p>-Give student prompts to learn more about their interests/ research background</p> <p>-Help student think of ideas</p>	<p>We found a topic that she was really interested in. She decided that she would do some more research into the topic on her own and that we would continue narrowing it down next week.</p>
7	<p>9.6: How does a scholar reflect and project?</p> <p><b>1/22/21</b></p> <p>4:00 PM to 5:00 PM</p>	<p>Student should check their GPA, reflect on if BA is meeting their needs, and create a Goal, Plan, Action for the next quarter/ year/ or four years</p>	<p>-Check their grades to see if they are keeping up with expectations of BA</p> <p>-Review the BA agreement</p> <p>-Create a GPA (goal...)</p>	<p>-Congratulate student on their work so far</p> <p>-Help them check their grades using the 9.2 progress report and 9.3 tracking report if needed</p> <p>-Help them review the BA agreement</p> <p>-Ask them to think of key responsibilities/ goals they want to have</p>	<p>We completed all of the goals for this session. We had a lot of time left over, so we talked about her grades and calculated her GPA again. We also discussed how we can get the most out of Bearcats Academy.</p>

				or accomplish in the future -Help them create their GPA (goal...) -Share 9.6 HO with BA after the meeting	
6	9.5: How does a scholar ask questions?  <b>12/8/20</b>  4:30 PM to 5:30 PM	Student will be able to identify low-level and high-level questions, formulate level I, II, and III questions, and describe how questions determine depth of knowledge	-Discuss why asking questions is important/ beneficial/ etc -Discuss/ ask any questions they have about the three levels of questions -Listen to the 3 little pigs or other story -Come up with 3 questions, one for each level -Discuss how they formed each question and why they associated them with a specific level -Discuss how good questions lead to research	-Ask student, "Why ask questions?" -Use 9.5 document to discuss the different kinds of questions with mentee -Read the 3 little pigs to student -Have student create a level I, level II, and level III question and label them -Ask student to verify why they labelled them how they did/ what info they used to come up with each question -Discuss how good questions lead to research	All goals were completed. She got the hang of everything really quickly!
5	9.4: What tools can support college readiness?  <b>11/27/20</b>  1 PM to 2 PM	Student will practice taking Cornell Notes for a TedTalk or a written article.	-Discuss ways in which they are/ can be an active leader -Student will find either a TedTalk about a current event or community topic or a written article to be used for practicing their note taking -Prepare a paper/ online doc for note taking -Practice Cornell style of note taking -Write short summary of notes and compare to mine -Place paper/ doc somewhere they can look back on it	-Discuss ways in which they are/ can be an active listener -Help them set up paper/ online doc for note taking -Help them with their note taking if they need it -Write short summary of their notes and compare to theirs -Discuss benefits of good note taking	All goals were completed.



4	<p>9.3: How can I stay on track for success? What can be done to show resilience?</p> <p><b>11/10/20</b></p> <p>5 PM to 6 PM</p>	<p>Student will be able to discuss how to maintain positive mindsets and discuss actions/ tools that support academic success. Student will also have a plan to maintain college-competitive grades.</p>	<ul style="list-style-type: none"> <li>-Discuss their current/ future projects</li> <li>-Discuss their habits relating to project management and how they can get these projects done in a timely manner</li> <li>-Discuss and complete handout 9.3</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to student's current and future projects</li> <li>-Listen to their project management habits and plans and give advice if needed</li> <li>-Help student complete handout 9.3</li> <li>-Discuss how their current habits and possible future actions can contribute to academic success</li> </ul>	<p>All goals were completed. I think she had a lot of interesting things to say about all of the topics.</p>
3	<p>9.2: Why BA, what classes and GPA?</p> <p><b>11/3/20</b></p> <p>5 PM to 6 PM</p>	<p>Student will be able to describe how the qualities of scholars can be put into action during the four year BA program to display readiness for college</p>	<ul style="list-style-type: none"> <li>-Fill out participation agreement (9.2 participation form) and annotate in 3-5 places</li> <li>-Calculate GPA</li> <li>-Review 9.14 Research Checklist</li> <li>-Make copy of Student Progress Report/ GPA calculation directions</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the process of annotation and help student annotate 9.2 participation form</li> <li>-Review 9.14 Research Checklist</li> <li>-Introduce GPA calculation tools</li> <li>-Discuss importance of GPA/ classes</li> <li>-Collect participation form</li> </ul>	<p>All goals were completed.</p>
2	<p>9.1: Who Am I? What is a Scholar?</p> <p><b>10/27/20</b></p> <p>5 PM to 6 PM</p>	<p>Student will be able to describe what it means to be a scholar and relate it to their own qualities</p>	<ul style="list-style-type: none"> <li>-Fill out 9.1 interest form (5-10 min)</li> <li>-List 3-5 qualities of a scholar</li> <li>-Discuss qualities chosen</li> <li>-Add any more qualities?</li> <li>-Discuss their strengths/ qualities they could improve</li> <li>-Write about qualities in a journal/ something similar</li> </ul>	<ul style="list-style-type: none"> <li>-Collect 9.1 interest form</li> <li>-Discuss interest form</li> <li>-Discuss qualities of scholars with mentee and which of their qualities contribute to being a scholar (tie in to interest form)</li> <li>-Discuss which qualities they could improve/ work towards</li> <li>-Discuss actions over four years that are needed to be competitive for college (9.2?)</li> </ul>	<p>All goals were completed. I thought that she came up with some really good qualities for scholars.</p>

1	0.0: Introductions  <b>10/20/20</b>  5 PM to 6 PM	To learn about each other and our commitments to the program	-Talk about themselves (their family, interests, sports, etc) and their goals involving the program/ mentoring sessions -Consider the big picture: what do they want to remember about our time together?	-Engage mentee in get-to-know-you conversation -Talk about my role as a mentor, what I'm looking forward to, express expectations and commitments -Talk about what a typical session is like -Talk about expectations for next session	All goals were completed
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