



New Volunteer Orientation  
Rhode Island College Fall 2019

# Orientation Objectives



LEARN ABOUT  
INSPIRING MINDS: WHO  
WE ARE, OUR GOALS,  
AND WHAT WE DO AND  
HOW WE DO IT.



UNDERSTAND OUR  
STUDENTS, THE  
CHALLENGES THEY  
FACE AND OUR  
OPPORTUNITY.



BECOME FAMILIAR WITH  
ACADEMIC SUPPORT  
AND THE IMPORTANCE  
OF DEVELOPMENTAL  
RELATIONSHIPS



KNOW WHAT TO DO ON  
YOUR FIRST DAY AND  
BEYOND.

# About Inspiring Minds



- Our Mission

Inspiring Minds empowers students for success in school and life by supporting them with trusted relationships, tutoring and mentoring from inspired community members.

About Us:

- Established in 1963 to address education inequalities during desegregation
- We are student focused: the students we serve are our first priority.
- Our goal is to Improve the educational outcomes for students
- There is an MOU with PPSD for you to participate in this program with us- and **there are specific guidelines** for our partnership within the schools.



# About Our Students

## Inspiring Minds Student Demographics 2018-2019

352 Data Consents Collected of 899 Students Reported (39.15%)

Race	Inspiring Minds % by Race	District %
Asian	5%	5%
Black	11%	16%
Hispanic	75%	65%
Multiracial	3%	4%
Native American	1%	1%
White	6%	9%
Grand Total	100%	100%

English Language Learners	Inspiring Minds % of English Language Learners	District %
No	51%	
Yes	49%	33% students in district
Grand Total	100%	

Disability	Inspiring Minds Count by disability	District %
Developmental Delay	16	
Emotional Disturbance	2	
Hearing Impairment	1	
Learning Disabled	7	
Other Health Impairment	1	
Speech Only	4	% students district wide= 16%
Speech/Language Disability	19	% IM Students = 14.20%
Grand Total	50	

IEP	Inspiring Minds % by IEP status	District %
N	88%	
Y	12%	
Grand Total	100%	Unknown

Free/Reduced Lunch	Inspiring Minds % Free/Reduced Lunch	District %
Free	83%	
Reduced	6%	86% of students district wide
Paid	12%	88% IM Students
Grand Total	100%	

Gender	Inspiring Minds % by Gender	District %
Female	50%	49
Male	50%	51
Grand Total	100%	100%

# Providence by the numbers

Number of Schools: 44  
Number of Elementary Schools: 18  
Number of PReK-2 Schools: 5

Total Number of Students:  
24,075  
  
Total Number of Educators  
2,161

RI Kidscount Factbook, 2017	Providence	Urban Core	Remainder of the State
Children living in poverty (Census, 2000)	38.5%	36%	7%

Federal Poverty Rate:  
Family of 2: \$16,460

Providence Free and Reduced Lunch Eligibility Rate (185% of FPL) 87%  
RI Minimum Wage \$10.50 = \$21,840 Full Time

# About the Johns Hopkins Report (2019)

- PPSD has an exceptionally low level of academic instruction, including a lack of quality curriculum and alignment both within schools and across the district.
- School culture is broken, and safety is a daily concern for students and teachers.
- Beyond these safety concerns, teachers do not feel supported.
- School leaders are not set up for success.
- Parents are marginalized and demoralized.





### Our Kids Come to School Already Behind:

- Income is strongly correlated with children's cognitive, language, & literacy skills at school entry.
- Poor children without access to a high-quality early childhood experience enter school 1½ to 2 years behind and, often, with vocabularies one-third the size of their more affluent peers.
- In addition to poverty, key influences on school readiness include preschool attendance, parenting behaviors, parents' education, maternal depression, prenatal exposure to tobacco, and low birth weight.

**Providence students have a number of social challenges, related to poverty, that impact schooling**



# Urban Core RICAS Scores 2018

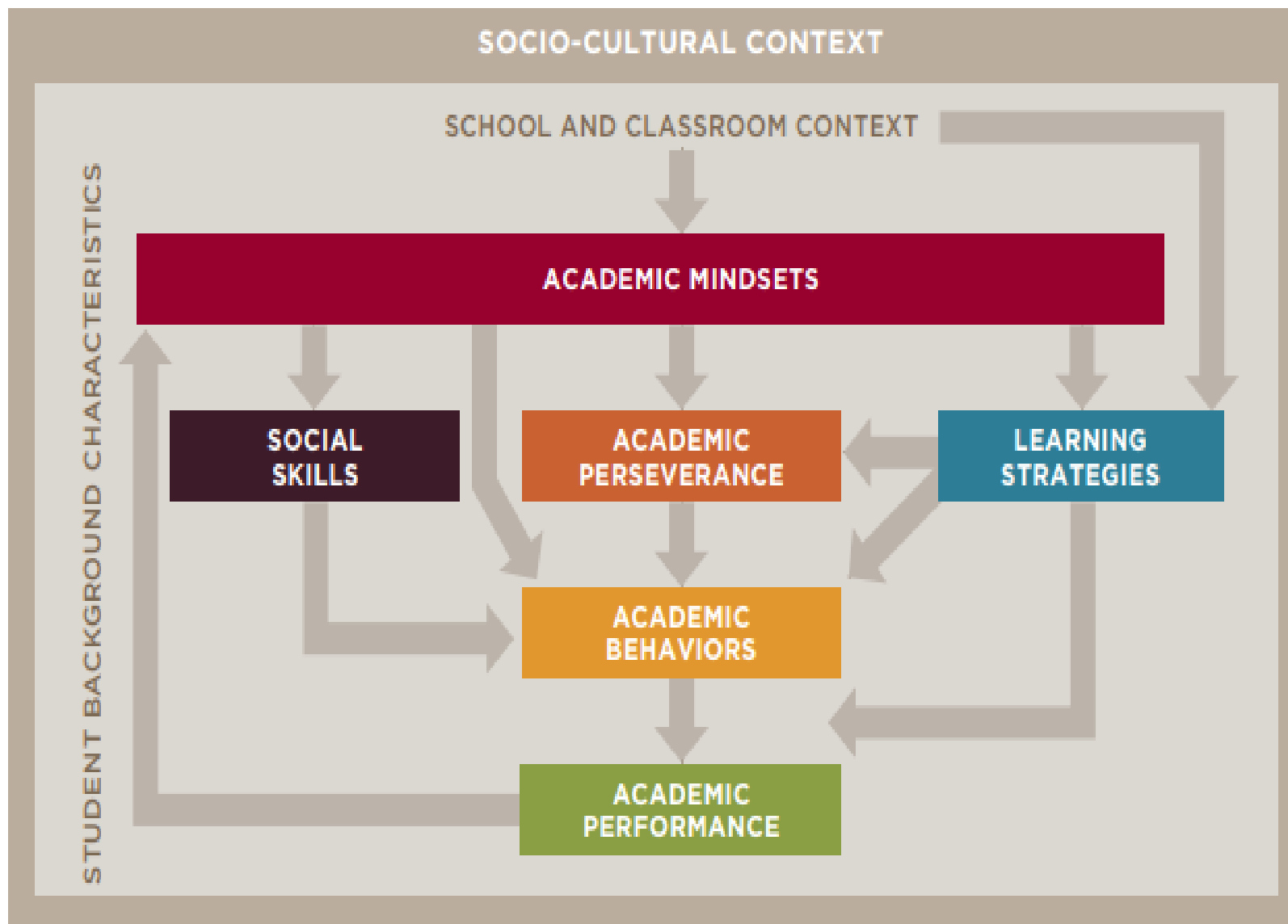
Rhode Island District Urban Core RICAS English Language Arts								
District	Number Enrolled	Percent Tested	Percent Not Meeting Expectations	Percent Partially Meeting Expectations	Percent Meeting Expectations	Percent Exceeding Expectations	Percent Meeting and Exceeding Expectations	Average Scale Score
Central Falls	1169	98.29	43.78	46.56	9.57	0.09	9.66	474
Newport	911	98.13	27.07	50.34	21.92	0.67	22.6	483
Pawtucket	4532	98.26	28.95	50.57	19.31	1.17	20.48	482
<b>Providence</b>	<b>10948</b>	<b>98.08</b>	<b>39.66</b>	<b>46.63</b>	<b>12.95%</b>	<b>0.75</b>	<b>13.71</b>	<b>477</b>
Woonsocket	2776	98.41	34.41	53.07	12.34	0.18	12.52	478

Rhode Island District Urban Core RICAS Mathematics								
District	Number Enrolled	Percent Tested	Percent Not Meeting Expectations	Percent Partially Meeting Expectations	Percent Meeting Expectations	Percent Exceeding Expectations	Percent Meeting and Exceeding Expectations	Average Scale Score
Central Falls	1243	99.12	53.73	39.37	6.82	0.08	6.9	470
Newport	931	98.07	29.35	51.26	18.4	0.99	19.39	482
Pawtucket	4621	98.49	29.53	53.26	16.57	0.64	17.21	481
<b>Providence</b>	<b>11280</b>	<b>98.45</b>	<b>42.91</b>	<b>46.79</b>	<b>9.81%</b>	<b>0.5</b>	<b>10.3</b>	<b>474</b>
Woonsocket	2810	98.51	38.37	50.18	11.16	0.29	11.45	476

# Inspiring Minds' solution:

We connect trained volunteers to struggling students to **develop close connections** through which young people discover who they are, gain skills to shape their own lives, and learn how to interact and contribute to the world around them.







# **RIC FNED 346 Field Placement Options**

- We serve Pre-K to Grade 5 in Providence only.
- Undergraduates are placed in two programs:
  - Priority: Kindergarten Project
  - Alternate: In-School Tutoring and Mentoring

**NEW! Explorers!**



# The Kindergarten Project

- The knowledge and skills children acquire in kindergarten can serve as a foundation for their later educational success.
- Our public schools are in the process of making this shift.
- The Kindergarten Project partners college students with Kindergarten classrooms to bring individualized attention to the Kindergarten students and provides an in-school experience to aspiring Rhode Island College teaching students.
- The partnership reduces ratios in the Kindergarten classroom for 2 hours each day resulting in increased student proficiency levels in the classroom.
- Volunteers support a learning station. Students will rotate



Serves PreK-Grade 5

Volunteers are matched with students in small groups to develop a trusting, mutually satisfying relationship and to engage in structured activities, often around a classroom- or homework-related topic.

Your students have been identified already. You will backfill an undergraduate's slot from the fall and serve the same students they were serving.

## In-School Tutoring and Mentoring



# Explorers Now Hiring! Tutor/Mentors in Providence Schools

This is a program **for youth of color or multilingual youth ages 16-24** who enjoy spending time with young children and want to be a positive influence on their lives.

This is a unique, paid opportunity to **explore careers** in teaching and other school-based educational professions that recognizes the **need for** more multilingual, multiethnic **staff that reflect the communities where our students and families live.**



Qualifications: Enrolled in High School or a College student with Federal Work Study.

The program includes:

- 80 hours of **paid** work experience in a school.
- **Paid** training and workshops
- **Paid** Individual and group mentoring.



# Your role



**Facilitate learning**



**Build Relationships**

# What we know- Power Practices



*Young children are capable of higher-order, complex thinking.*



*Children are active agents in their learning.*

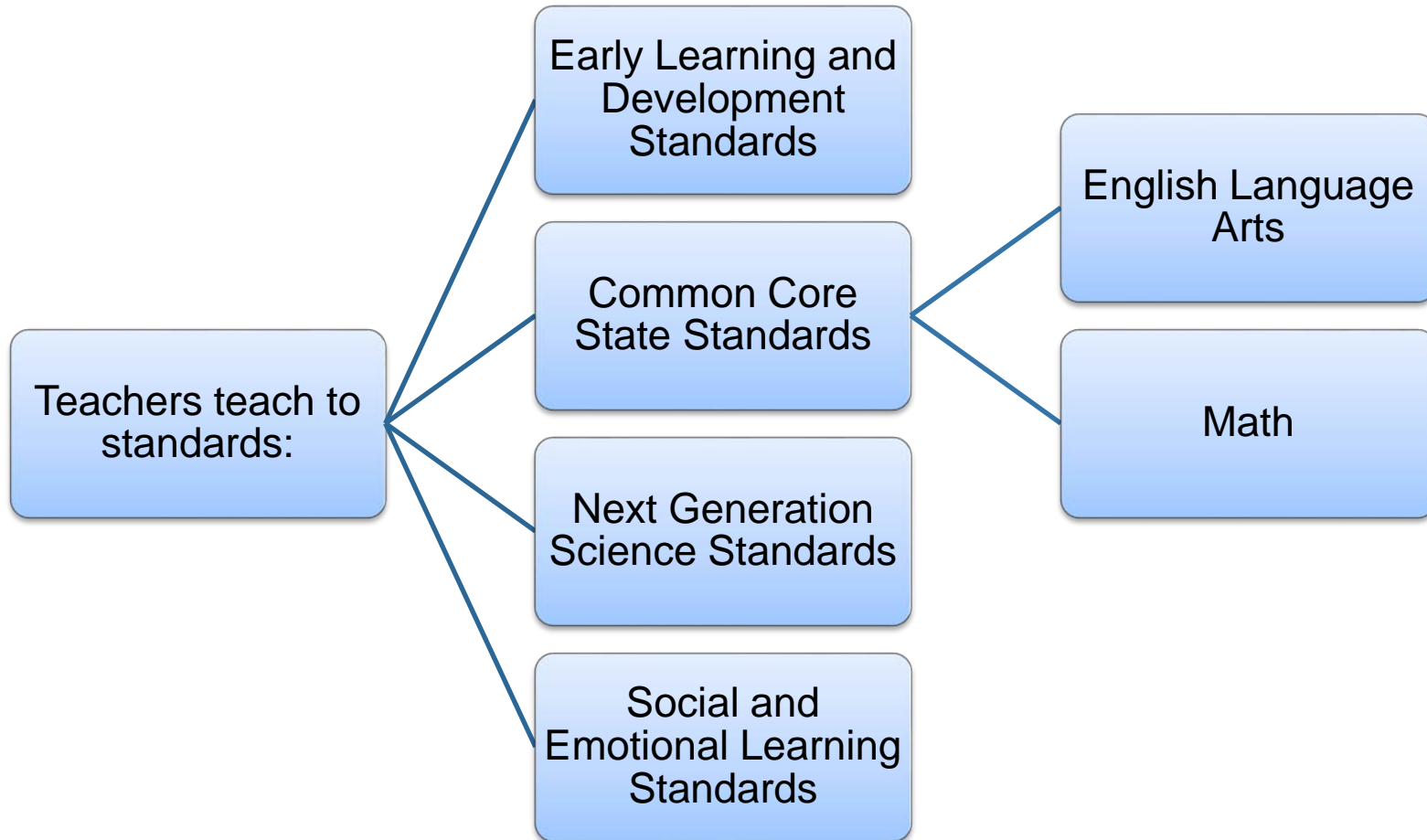


*Instruction is impactful when teachers are researchers of their classrooms.*



*Meaningful knowledge is constructed through robust interaction and high engagement.*

# About Public Schools:



# 5 COMPONENTS OF LITERACY



Phonemic  
Awareness

Phonics

Fluency

Vocabulary

Comprehension

# Standards for Student Mathematical Practice

**1** Make sense of problems and persevere in solving them.



**Keep on going!**

**2** Reason abstractly and quantitatively.

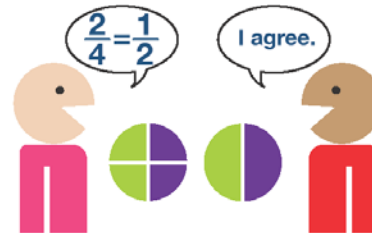
Write a story for the mathematical equation



DeJuan exercises 1/2 hour a day for 4 days. How many total hours does he exercise?

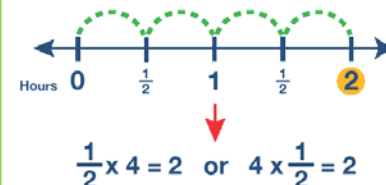
**Think what makes sense.**

**3** Construct viable arguments and critique the reasoning of others.



**Talk and explain.**

**4** Model with mathematics.



**Show your thinking.**

**5** Use appropriate tools strategically.



**Use the right tools.**

**6** Attend to precision.

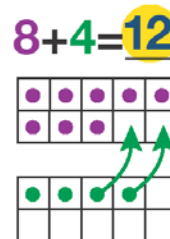
120 minutes = 2 hours

symbol: equals (the same as)

units of measure

**Check your work.**

**7** Look for and make use of structure.



**See the pattern or connection.**

**8** Look for and express regularity in repeated reasoning.



**See the pattern or connection.**

# What do we say while children are working?

- Tell me about what you're doing.
  - What is your plan?
  - What's your next step?
  - What materials will you need?
  - Were you inspired by someone else?
  - How will you represent that?
  - Why did you choose....?
  - Are you satisfied with how's it's going?
  - What help do you need?
  - What are you proud of?
- 
- How can you work together? How will you decide who will do what part?
  - What should the conversation be here?
  - How can you help each other?
  - What else could you try?
  - Did you ask a friend for feedback?
  - How will you document this?
  - What are we thinking?
  - What do you think?
  - Why don't you try that?
  - What does this represent?



## EXPRESS CARE

*An Essential Element of Search Institute's Developmental Relationships Framework*

- Be Dependable
- Listen
- Believe in me
- Be warm
- Encourage me

[www.search-institute.org/keepconnected](http://www.search-institute.org/keepconnected)



## CHALLENGE GROWTH

*An Essential Element of Search Institute's Developmental Relationships Framework*

- Expect my best
- Stretch
- Reflect on failures
- Hold me accountable

[www.search-institute.org/keepconnected](http://www.search-institute.org/keepconnected)



## PROVIDE SUPPORT

*An Essential Element of Search Institute's Developmental Relationships Framework*

- Navigate
- Empower
- Advocate
- Set boundaries

[www.search-institute.org/keepconnected](http://www.search-institute.org/keepconnected)



# Developmental Relationships Framework



## SHARE POWER

*An Essential Action of Search Institute's Developmental Relationships Framework*

- Respect me
- Include me
- Collaborate
- Let me lead

[www.search-institute.org/keepconnected](http://www.search-institute.org/keepconnected)



## EXPAND POSSIBILITIES

*An Essential Element of Search Institute's Developmental Relationships Framework*

- Broaden Horizons
- Inspire
- Connect

[www.search-institute.org/keepconnected](http://www.search-institute.org/keepconnected)





# Documentation Required / Volunteer Policies and Protocols

# **General Rules about our partnership with PPSD**

- You must be in compliance with the required paperwork.
- We must know in advance about schedule alterations. Attendance is a HUGE priority for the district, both student and teacher. Be a role model.
- You may never be alone with students; always supervised by PPSD employee
  - No bathroom trips
  - No pull-outs
- You must work directly with students.
  - No photocopying or lesson prepping.

# Code of conduct



- Inspiring Minds defers to the Providence School's Code of Conduct for Students
- Absolutely no personal cell phone use in class
- Absolutely no food, candy or special gifts to children. .
- Keep your personal items out of reach of children.
- Absolutely no alcohol or drug use prior to shift.
- Consider not smoking before your shift.

# Confidentiality

- Confidential information includes anything disclosed or learned that is subject to HIPAA or FERPA.
- Do not discuss personally identifiable student information outside of the program

# Transgender Policy and Race and Equity Policy

- Providence Public Schools is committed to creating a safe and inclusive learning environment for all students, free from discrimination, regardless of race, ethnicity, socio-economic status, sex, sexual orientation, gender identity or gender expression.
  - Use the name and pronouns the child prefers
  - No gender-based dress codes
  - Children have access to bathrooms that correspond to their gender identity.

# **Mandatory Reporting of Child Abuse and Neglect**

- It's the law! RIGL 40-11
- Listen to understand
- Do not ask follow up questions
- Thank them for telling you.
- Tell children you have to tell someone if someone is getting hurt.
- Immediately tell the principal and call Inspiring Minds' Immediately
- document
- We'll help you report it.

# Preparing for emergency situations



EACH SCHOOL AND EACH  
CLASSROOM HAS AN  
EMERGENCY PROCEDURE



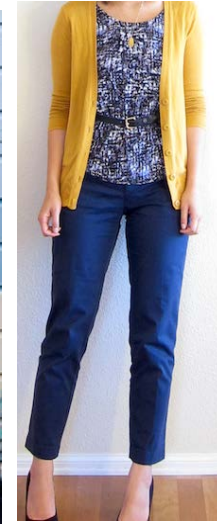
FOLLOW THE TEACHER'S  
LEAD



HELP MOVE CHILDREN TO  
THE APPROPRIATE AREA



# Follow the dress code






# Day One and Beyond



# Review your placement information



## Kindergarten Project: Monday 9:00-11:00 Schmeller

Next date is Monday, December 17th, 2018 from 9:00am to 11:00am  
🔄 Repeats weekly on Mondays

Inspiring Minds / Alan Shawn Feinstein Elementary School... / Events / Kindergarten Project: Monday 9:00-11:00 Schmeller

[Home](#) [People](#) [Impacts](#) [Contact](#)

**About**

**Registration Opens** Till registration closes

**Registration Closes** Any time before each end date or when space runs out.

**Description**

Welcome to the Kindergarten Project. The Kindergarten Project partners college students and community volunteers with Kindergarten classrooms to bring individualized attention to the Kindergarten students and provides an in-school experience to aspiring teachers and youth development workers. Two college students and one community volunteer are placed in participating Kindergarten classrooms during their literacy period for 2 hours per day, resulting in reduced ratios, personalized learning experiences and increased student proficiency levels in the classroom.

This placement is with Ms. Deborah Schmeller at Broad Street School. It is an English Language Learner classroom.


If you cannot attend your placement, please email Ms. D at [Deborah.Schmeller@ppsd.org](mailto:Deborah.Schmeller@ppsd.org).

Best of luck in your placement.

**GivePulse** 👤 33 Positions Filled | 📊 28 Impacts | ⌚ 57 Hours

This event is full. Check back soon!

⊕ Add Impact



**Melissa Emidy**  
Administrator

✉ Contact

📣 Get the word out

<https://givepul.se/m3t52>

📧 Invite 👁 Promote

🐦 Tweet

🔧 Admin Panel

⚙ Dashboard

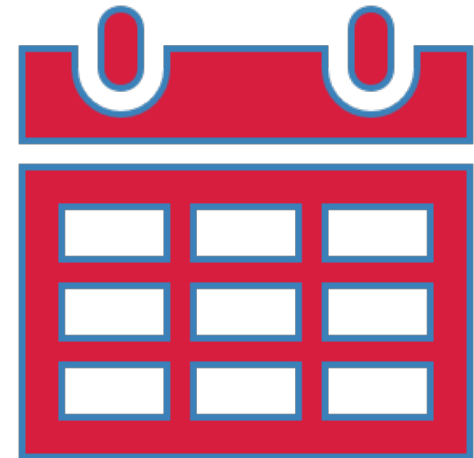
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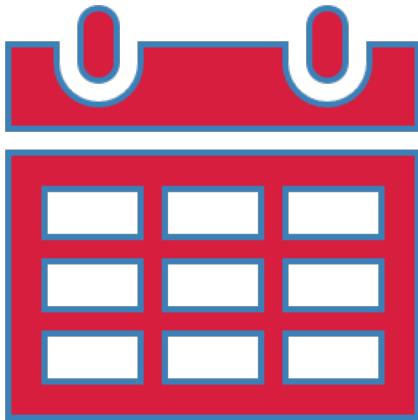
🔗 Duplicate

Show More ▼

# Getting to School and your classroom

- Email your teacher. Say hello. Introduce yourself.
- Every school is different. Follow the instructions on your school fact sheet.
- Clerks have tough jobs. Love them.
- Arrive 15-20 minutes early.
  - Parking can be challenging!
  - You will want to avoid parking in the school's parking lots; many of the faculty double park and you may get blocked.
- Use intercom box at main entrance and identify yourself as an Inspiring Minds volunteer
- Sign in on YOUR SHEET at the main office and collect your ID Badge .
- You must wear your ID badge during your shift. Please return it to the office at the end of the day and collect your collateral.





# Day One in the classroom

- Is observation!
- Look around for:
  - Classroom expectations
  - Emergency protocols
- Begin to build relationships with your students
  - Learn how to pronounce your student's names accurately
  - Get to know each other
  - Keep it friendly but professional
  - Get on their eye-level

































# Pre- and Post-Test Assessment

My Name is \_\_\_\_\_

-----

=====

Date: \_\_\_\_\_

		Not Yet 1	I'm Learning 2	Yes 3	Always 4
1.	I care about school.				
2.	I am confident I can learn new things				
3.	I can do the hardest school work if I try.				
4.	I have at least one adult who likes me at school.				
5.	I like to read.				
6.	I like to write.				
7.	I like to do math.				
8.	I am looking forward to working with my volunteer.				

Turn the paper over and draw/write about your favorite thing to do in school.



# Beyond your first day

- Complete the pre-test assessment (In-School Tutoring and Mentoring).
- You will select a schedule and you should stick to it.
- Look at the dates carefully; we don't schedule you for holidays/professional development days.
- If you can't make it, cancel your shift in the system!
- If you want to add shifts, give us a call or email us!
- Watch out for **SNOW DAYS**. [Sign up for cancellation notices via RI Broadcasters.](#)





### **What you can do:**

- **Register for events**
- **Tell us you are unable to attend a shift**
- **Record your impact and rate and comment on your experience by responding to the post event email.**
- **Ask for help**
- **Message us**
- **Connect with other volunteers on the “wall”**

**We send all of our messages to you via GIVE PULSE.**

**Make sure it's not in your JUNK MAIL.**



# GivePulse User Resources

- Tips! Many Tips.
- On our website: Volunteer-Volunteer Resources
- User Guide
- How Do I's
- Short instructional videos on key topics
  - Register for an event
  - Cancel a shift

# **You will receive many communications from Inspiring Minds/Give Pulse**

- White Label them so they do not go to your junk mail.
- Monthly newsletters with updates and additional workshops/training opportunities.
- You will receive a pre-shift reminder and a post-shift impact reminder. Respond to the email.

# Record Your Impact: Respond to the Email

Hi Melissa,



Thank you for attending [Test Event!](#) Please record the number of hours spent volunteering by clicking "Add Impact." As always, your time is appreciated and valued!

Yes I attended

I did not make it

# Canceling A Shift



Melissa Emidy  
My Registrations

IMPACTS | HOURS | GROUPS  
**14** | **22** | **27**

Click here

Account ▾ Groups ▾ Events ▾ Impacts ▾ Surveys

Add Impact

View Calendar

1 - 48 of 48 Registrations

Event Name	Group Name	Date	Shift	Status	Duration	Impacts	Actions
<input type="text"/>	<input type="text"/>			<input type="text"/>			
Power Lunch Thursday 11:30-12:00	Reservoir Avenue Elementary School (IM)	6/20/19 11:30am		Registered	30 minutes		<input type="text"/>
Power Lunch Thursday 11:30-12:00	Reservoir Avenue Elementary School (IM)	6/13/19 11:30am		Registered	30 minutes		<input type="text"/>

# Let's Recap what you need to start your placement

1. You must have a valid BCI from the state of Rhode Island. **BCI must be uploaded to GivePulse.** It must be dated after valid June 1, 2018.
2. You must have a **government-issued ID uploaded to GivePulse.**
3. You must **complete the post-orientation impact** and signed off on the Volunteer Agreement, the Mandatory Reporting Protocols, the Confidentiality Agreement and completed the pre-survey.
4. **You must be registered.** LOOK AT THE DATES!
5. Do Not go in before 9/23/19.

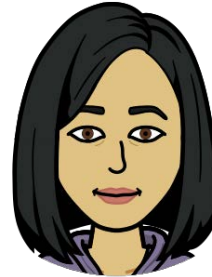
# Did you know?

- You **do not have to end your service** once your requirement is met. Just tell us you want to stay. We love that. You can even come back next year.
- If you have Federal Work Study, we have tutor/mentor jobs!
- You can **do all 25 service-learning hours** for the school of education with Inspiring Minds.
- **Inspiring Minds has internships!** See our website for details

# Thank you!



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