



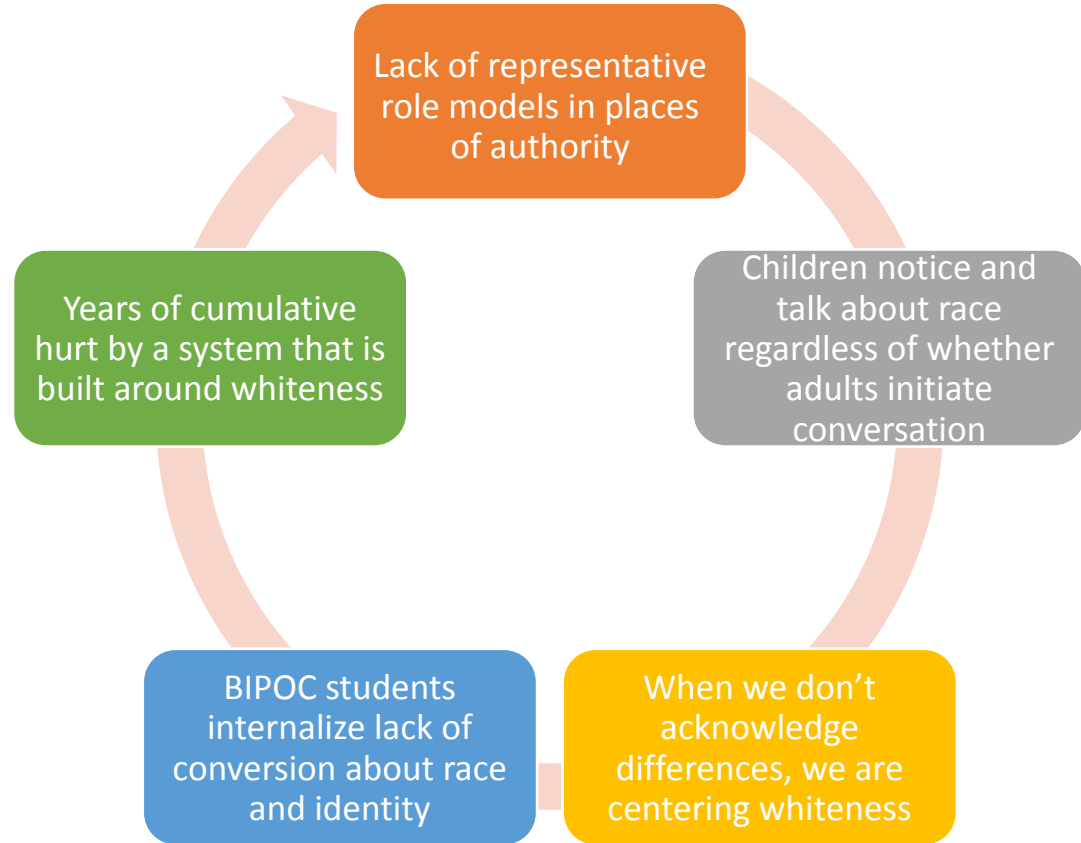
Affinity Mentorship Course

Cheryl Wozniak
Assistant Superintendent
Marguerite Vanden Wyngaard
Director, DEIB

“Upholding and celebrating diversity by building powerful connections and conversations.”

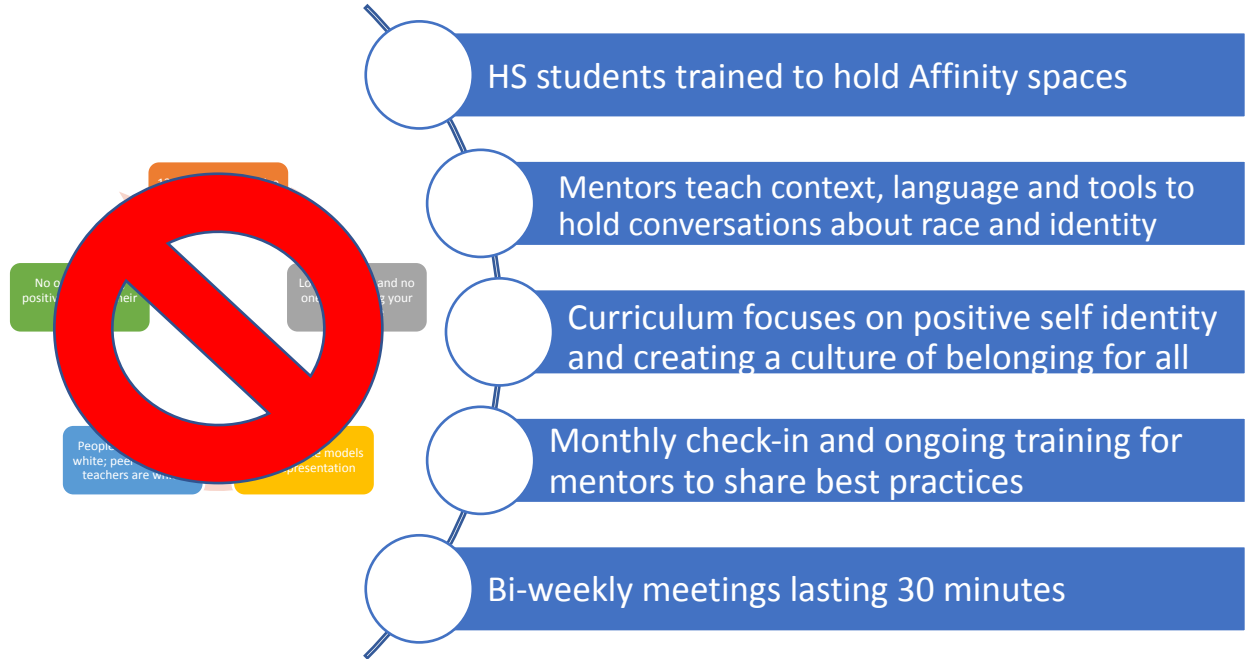
The Underlying Invisible Problem

- The structural systems within Piedmont often suppress the identity of marginalized populations.
- Students have few outlets within school to form common cultural bonds.
- Many suffer in silence without an outlet to share their experiences.



What the Affinity and Identity Mentor Program Offers

The Piedmont Affinity and Mentor Program creates a structure allowing elementary and middle school students to build positive identity by connecting High School mentors with similar identity markers.



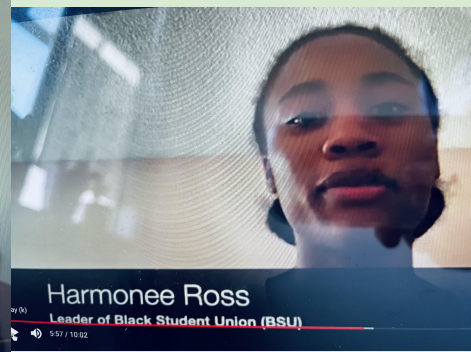
District Support for BIPOC Students

Formalize and insitutionalize the Affinity and Identity Mentor Program to ensure BIPOC students have role models who share their identity to talk with and share experiences.

Identify funds to be designated long-term to pay for the program to be led by a District employee who is compensated for their role.

Commit to hiring more teachers and staff of color to ensure representation of BIPOC educators so more students of color will have stronger connections to their teachers.





AAA and BSU jointly collaborated with Jean Chen Takazawa and Ina Bendich to launch Affinity Mentoring, Sept 2020

**January 2020
Havens Assembly
on Lunar New
Year**



About the Course

- ❑ PUSD course and will have no impact on MHS/PHS FTE allocation
- ❑ Yearlong elective course with students earning 10 elective credits per year
- ❑ Maximum credit to be earned: 20 credits (2 years)
- ❑ Delivered during “8th period” to not impact course participation within the day
- ❑ For 2022-23 school year, students who do not register for the course can participate as mentors if they meet the requirements (TBD by course instructor in consultation with Director of DEI)



Affinity Mentoring Sessions Meeting Year-long



Unit Types

- Child Development and Lesson Planning
- Effective Communication
- Restorative Justice and Circle Keeping
- Identity Development
- Diversity, Equity and Inclusion
- Social Justice



Flipped Classroom and Project Based Learning

Flipped Classroom

- Uses video to deliver content usually with an associated lesson or workbook.
- The mentors will receive the videos for the lessons for the week and be assigned videos and workbook assignments, lessons to design, and other tasks.
- Video content is required to be viewed prior to class; time in class is to apply the learning with direct instruction.
- Class also will be used as an opportunity to expose mentors to a variety of experts in the field to help them gain new knowledge about the potential subjects listed.

Project Based Learning

- Solve real world problems that their mentee needs help addressing
- Leaders are scaffolding instruction and managing the activities
- Building a culture of independence and interdependence of the high school mentors to actively engage with each other as they design group mentorship activities
- Instructor can easily assess the learning of the mentors as they demonstrate their learning in providing small group instruction.





Some of our Mentors



Questions

