Guidelines for Mentorship in a Virtual (or Hybrid) Experience

Thank you for your willingness to mentor a field experience student (a.k.a. teacher candidate) during these unprecedented times! Please take a moment to consider the following in order to make the most of your mentorship experience.

Please remember to refer to the specific roles of the Student teacher/Cooperating teacher/University supervisor found on **pages 26-32** of the *Student Teaching Performance Guide* at https://www.jmu.edu/coe/esc/_files/ST-Performance-Guide.pdf. Here are some additional guidelines:

- **Relationship building** – even in the best of times, this must be an intentional act.
  - Patience and flexibility is so important – this is a huge learning curve for everyone!
  - Schedule regular time to sit and talk about how it is going. This needs to be intentional time spent together to share questions and concerns and debrief.
  - Recognize the power differential and how it might further impact this experience.
- **Health, safety, and well-being** – the candidate is responsible for meeting JMU and school division health and safety protocols. Please share any information they may need to know!
  - Remember that if there are ANY concerns of not feeling well – candidates should not attend (we will need to disrupt our 'usual work ethic'/attendance expectations because we normally show up when we don't feel well…).
  - Please make sure the candidate is aware of any related expectations including:
    - Classroom specific safety protocols (e.g. what happens if a student pulls off their mask).
    - Division wide policies re: online teaching, online meetings with groups or individual students, contact tracing, etc.
- **Clear communication** – please share the mode of communication you prefer.
  - Encourage candidates to proactively identify questions, issues, and concerns. They also need to learn how to troubleshoot prior to asking you questions.
  - Candidates will need access to the virtual instruction environment and on any professional development for working in this type of environment.
  - Be open to discussing concerns that might arise and come up with solutions together.
- **Setting expectations** – everyone is learning how to teach in a virtual setting together!
  - The time commitment will likely be greater in a virtual or hybrid environment.
  - There may be pre-developed modules in some virtual environments; however, please allow the candidate to adapt or adjust materials, encourage their creativity in producing lessons.
  - Practice is important! Please encourage practice before instruction, virtual lesson creation and instructional implementation both need to be practiced.
  - Face-to-face teaching hours are required if possible in your school division (i.e., the candidate should <u>not</u> only be focused on virtual instruction in a hybrid experience.)
  - Consider how you will collaborate on co-planning, co-instruction, and co-assessment.
  - Supervisors can complete observations through a video or with access to virtual instruction.
- **Pearls of wisdom – the WHY?** – during this unusual circumstance, please share your insights, for example: Why are you making the decision to… and would you have done it the same way if it weren't a virtual experience?
- **Issues or Concerns?** – Please work through issues as a triad (the supervisor, cooperating teacher and student teacher). Please feel free to contact the program coordinator or the Education Support Center (teacher-ed@jmu.edu) if you have questions or issues that require additional support!