Compensation: No adjustments will be made for compensation. University mentors will be paid as they normally would for the semester.

Evaluation vs Support: The balance between evaluation and support is shifting significantly toward support at this time. In these extraordinary times, we will act with a generosity of spirit and assume that interns are doing the best they can do under the circumstances. While progress reports will still be submitted where appropriate as outlined below, Teacher Education Program faculty and staff have determined that Clinical II will become pass/fail for this semester. Mentors will still be asked to submit a letter grade, but:

1. We will strongly encourage mentors and CTs to assign A’s to interns across the board except in cases where the intern was not meeting standards prior to school closure.
2. Those cases where the intern has not been meeting standards will be discussed collectively in what we call “360” conversations between CTs, mentors, instructors, and clinical internship faculty and staff.
3. Caroline Murray will be assigning a grade of A to every intern who is identified as meeting standards.
4. This policy will be transparent and shared with all stakeholders to alleviate intern worry about completing Clinical II this semester.

OVERVIEW of mentor responsibilities between now and May 1st (later for interns who have been required to extend - those extensions remain in place):

1. Every mentor is asked to contact each of their mentees by phone and have a 15+ minute conversation with them by March 25th.
2. If an intern is teaching remotely all or part time, university mentors who normally complete a minimum of 6 observations will be asked to complete at least 2 more observations; mentors who normally complete a minimum of 3 observations will be asked to complete at least 1 more observation.
3. If an intern is unable to teach remotely and has little/no contact with their students, “observations” will be replaced by other experiences.

DETAILED GUIDELINES for mentor responsibilities between now and May 1st:

A. For immediate action (by March 25th)

Every mentor is asked to contact each of their mentees by phone and have a 15+ minute conversation with them.

- Please complete this request as soon as possible and no later than Wednesday, March 25th.
- We are asking that this be a direct phone call and not a text or email, which we know many of you have done already.
- For students who have been identified as being on track to complete Clinical II this semester, the conversation should include:
  - Checking on general and personal well-being
  - Discussing what the intern is doing with regard to teaching remotely
• Asking what the intern needs help with most
• Providing encouragement and reassurance
• Choosing a day/time to check-in **by phone** about the next “observation.” This should not occur during this 15-minute check-in conversation but separately and at least a week later.

- **Please hold off on contacting interns who have been identified as not being on track for program completion this spring. You will be notified if any of your interns fall into this category.**

**B. For ongoing mentoring (now through May 1st)**

1. **If an intern is teaching remotely all or part time**, university mentors who normally complete a minimum of 6 observations will be asked to complete at least 2 more observations; mentors who normally complete a minimum of 3 observations will be asked to complete at least 1 more observation.

   - This structure applies regardless of the number of observations/progress reports already submitted.
     a. Observations should be scheduled for **April** to allow interns and their schools more time to adjust to remote learning.
     b. Observations generally should consist of the following:
        i. Pre-observation via phone regarding what will be taught directly or asynchronously to students. Materials and lessons should be shared in advance, as usual.
        ii. If possible: mentor participation or after the fact viewing of the lesson if the lesson can be recorded. We expect there will not be many able to do this, but it should be considered as an option where possible.
        iii. Extended “super-sized” post-observation reflection via phone on how the lesson went. The mentor should use this opportunity to help the intern reflect on what went well or not and to develop their self-assessment skills.
     c. Mentors should post progress reports as per usual, even if a significant number of items require a “N/A.” If mentors run out of “blank” progress reports, they can use the Word version of the assessment and share it with the intern via email.
     d. Given every situation is unique, mentors and interns should modify observations as needed.

   The goal is for the mentor to provide support and feedback that is useful, not to just check off a box that an observation was done.

2. **If an intern is unable to teach remotely and has little/no contact with their students**, observations will be replaced by other experiences.
   a. No further progress reports will be entered.
   b. Mentors should work with interns to choose from the suggested experiences listed below. Experiences can be mixed (i.e, a mentor responsible for 2 observation replacements can choose 2 different experiences).
   c. Experience suggestions:

      - Plan lessons specifically designed to be taught online in a synchronous context for a topic you would have been teaching or would like to have taught. Share the plan, how it fits into the larger picture of the unit it is or would be part of and be sure to address how an online lesson would be structured to meet the needs of all learners. Teach the lesson (as you would to an online class) via ZOOM or similar to your mentor. This activity includes the steps of pre- and post-conferencing.
• Identify a peer who is teaching remotely. Collaborate with that intern in preparing a lesson they need to teach and help them create a lesson plan. Share all steps from planning through implementation and assessment with your mentor, including reflection on the lesson.

• Refer back to a lesson plan you taught previously and revise/add to it: Based on your reflection of the experience teaching it, analysis of student learning, and feedback. Include more or different ways to differentiate or include multiple means of representation, expression, or engagement (a.k.a. Universal Design for Learning). Find or make the materials that would be used for this revised lesson. Add materials, essential questions, or learning goals that incorporate anti-racist, anti-bias perspectives and aims. Find or make the materials that would be used for this revised lesson.

• Conduct a mock job interview between mentor and intern.

• Plan a model lesson that you might use for a job interview. This can be a lesson designed specifically to be taught online, or in person, or both.

• Have another idea? As long as it is something that helps prepare you for the classroom and it’s legal, you and your mentor can go for it.

C. Directions for final assessment submission

Please complete the Final Assessment of Clinical II in Tk20 during the week of April 27th.

a. The final evaluation should be based on the intern’s overall progress and growth, with as much generosity of spirit as possible for the extraordinary circumstances interns have been operating under.

b. Focus should be on what the intern has accomplished and demonstrated, not on what the intern has/had not yet accomplished. Again, we must keep in mind that interns may not have the opportunity to demonstrate growth in certain areas you had hoped to see growth in based on your in-person observations and work with them.

c. Please do not submit early. As a mentor, you are there to support your intern(s) for the entire Clinical II semester. Early submission can send a message that the semester is “over” -- it is not.