Mentor Responsibilities

On-site school staff, known as mentors, are essential to student success in the Virtual Program. School staff should feel comfortable working closely with Edgenuity teachers via phone, email, or webinar to ensure student needs are being met. The responsibilities On-site school staff are:

School Mentor Responsibilities

- Attend training on the Edgenuity student information system (SIS) and instructional support model prior to or soon after enrolling students in the program.
- Provide an orientation for all new students which cover the Edgenuity system, instructional model, school expectations and student resources.
- Clearly articulate policies up front so that students and families are aware of expectations for success from the onset. *See Student Expectations Section for examples*.
- Ensure students have access to all necessary technology and resources, including tablets, laptops, Internet, headphones, required software for career and technical education courses, and Advanced Placement® textbooks as needed.
- Ensure students are checking their email account and SIS messages and are responding to teacher messages regularly.
- Serve as an on-site point of coordination for Edgenuity's virtual teachers, students, and families and address student or parent/guardian questions and concerns.
- Ensure student participation and motivate students to complete course work. Communicate any issues to virtual teachers and, if necessary, recommend program withdrawals to counselors and/or administrators.
- Provide a point of contact for students, mentors, counselors, and parents/guardians to support Edgenuity teachers as they implement the student intervention and escalation process for students placed on intervention performance tiers.
- Provide information on the school calendar and schedule, and other school events, such as testing or school event that would impact online progress and access to Edgenuity teachers.
- Alert the Edgenuity Instructional Services team via phone, e-mail, or in-person meeting regarding any special student circumstances which may impact academic progress.
- Manage the on-site lab setting according to school and district expectations.
- Identify and communicate clear academic goals and success metrics to students and mentors. *See Student Expectation for details*.
- Define actual consequences for students failing to meet attendance or pacing expectations. Suggested consequences may be:
  - Stage 1: Face to face conference between mentor and student to discuss performance and to create a Performance Action Plan
  - Stage 2: Conference between AP, counselor, and student to discuss performance and reiterate Performance Action Plan
  - Stage 3 Conference (phone or face to face) with parent and student to discuss reiterate Performance Action Plan. Get parent agreement on plan.
  - Stage 4: Remove privileges until performance improves. Or student from online course.

- Assign at least one school mentor who is the on-site point of contact for Edgenuity's virtual teachers, students, and parents/guardians.
  - Together, the mentor and virtual teacher will monitor progress, motivate students to complete course work, and address any questions or concerns.
  - The on-site mentor should meet via phone or webinar bi-weekly to discuss student performance.
- Provide defined expectations that have been shared with, and agreed to by, students and families, including policies around attendance and daily work expectations.
- Monitor on-site performance and ensure that students are receiving adequate support from the school mentor(s). Contact Edgenuity should there be any individual changes that affect student participation in the program.

What should the mentor communicate to the Edgenuity teacher?

Communication between the on-site mentor and Edgenuity Teacher is imperative to student success.
The mentor should communicate the following issues and/ or concerns to the Edgenuity Teacher via phone or email at regular meetings or as they occur. Mentors should feel empowered to contact Edgenuity teachers at any time. Most importantly, mentors should communicate with Edgenuity teachers regarding:

- Attendance issues and concerns
- Progress issues and concerns
- Resource issues and concerns
- Teacher Feedback questions
- Final Exam Proctoring appointment
- Updates to start or end dates
- Any modifications needed due to IEP or ELL requirements
- Any important information regarding the student that may impact the student's ability to do work over the short or long-term

Student Expectations

Completing a virtual course may be a challenge for some students. Students may struggle and may need additional time to complete a course. Virtual courses have a hard end date of 18 weeks from the start date. Supervising mentors and mentors have the ability to drop or edit the start date within 2 weeks of the start date. Students can complete their course work outside of school, but *all final exams must be taken in a proctored environment* with the mentor.

All students taking a virtual course should expect to:

- Spend 5-8 hours of studying per course, per week, with no less than 1 hour per day.

- Communicate with your virtual teacher on an ongoing basis.
- View your assignment calendar to determine what to work on
- Take notes. Review your notes before each assessment.
- Take ownership of their learning.
- Listen to lectures using your headphones
- Use the Concept Coaches often.
- Attend virtual study halls, office hours, and review sessions offered by your teacher.
- Recognize the difference between falling behind because you aren't putting in the effort and not understanding a concept.
- Ask for help whenever you need it.
- Maintain a positive, motivating learning environment.
- Celebrate your accomplishments.
- Students who wish to use their Edgenuity course for A-G purposes must ensure course completion with a grade of "C" or better.
- Students must receive a 60% or higher to receive credit for the course.

Mentors should consider and help develop the following skills in students working in the Virtual program:

- Time-management skills are necessary to handle the responsibility of self-pacing.
- Self-motivation skills are required to remain on track and engaged without constant guidance from a teacher.
- Self-reflection skills enable students to understand why they are falling behind. (Am I not spending enough time on the content, or do I not understand what is being taught?)
- Students must have the ability and willingness to learn independently since students may have little occasion to interact with peers.
- Strong reading and writing skills are needed to comprehend content, synthesize information, follow directions, and more.
- Students must recognize learning strategies that support success (note taking, self-questioning, etc.).
- Effective communication skills are necessary for communicating with teachers to ask questions, receive support, and stay on pace.
- Basic technical skills are required to navigate the course, web links, and additional content and learning tools.