

MENTORSHIP
Beginning Teacher Internship

1. Policy Purpose/Authority

1.1 Purpose - The Monroe County Board of Education recognizes the need for beginning teachers to have a program that will provide a guided, personalized transition from pre-service education through the initial year of employment, and further if deemed necessary.

1.2 Authority - WV Code §18-2-6, WVDE Policy 5900

2. Definitions

2.1 Intern - Any teacher to whom a professional teaching certificate is awarded after January, 1992, or an experienced teacher from out-of-state with less than five years experience.

2.2 Mentor - An experienced educator who advises, assists, supports and coaches an intern.

2.3 Mentorship - A program that assists interns through orientation to the system and the profession, instructional assistance, and support through mentoring.

3. Selection of Mentors

3.1 Mentors will be selected through job postings with the principal to the Superintendent of Monroe County schools who shall present to the Monroe County Board of Education for appointment. A contract shall be issued.

3.2 Preference shall be given to an individual who is located in the same school for the purpose of facilitating the observations required. If no individual at the same school applies, the individual with the same teaching area shall be chosen; if a number of equal candidates apply, the principal's recommendation, following input from the novice teacher, shall be the deciding factor.

4. Mentor Teacher Job Description

4.1 Job posting shall include the school and subject areas for which the novice teacher needs assistance.

4.2 Participate in mentor training as required by the county and state.

- 4.3 Must be a member of a professional support team and attend all meetings of the team.
- 4.4 Must provide orientation to the beginning teacher (intern), including policies and school regulation.
- 4.5 Shall provide assistance to the beginning teacher in teaching techniques, grading system, lesson planning, discipline, use of instructional equipment, etc.
- 4.6 Must document all assistance including notes of observation, video tapes, and recommendations.
- 4.7 Shall meet with the beginning teacher one hour per week for the first half of the school year and bi-weekly for the remainder of the school year for the purpose of discussing observations.
- 4.8 Will provide support and counseling to the beginning teacher.
- 4.9 Assist the intern in establishing goals and objectives and the evaluation of those goals and objectives.
- 4.10 Other duties as described by county policy.

5. Qualifications of Mentor

- 5.1 A skillful teacher as demonstrated by evaluations.
- 5.2 Able to demonstrate effective teaching strategies.
- 5.3 Able to effectively use instructional equipment.
- 5.4 A good listener.
- 5.5 Demonstrate good communication skills.
- 5.6 Sensitive to the needs of the beginning teacher.
- 5.7 A tenured teacher.
- 5.8 Salary
 - 5.8.1 \$600 per 200 day term or as determined by state policy.

5.9 Responsible to building principal

6. Program Requirements

6.1 A professional support team shall be comprised of the following:

6.1.1 The school principal, who shall be the chair of the professional support team,

6.1.2 a member of the county professional staff development council, and

6.1.3 an experienced classroom teacher at the school who teaches the same or similar subject and grade level as the beginning teacher (if possible) and who shall serve as a mentor for the beginning teacher.

6.2 An orientation program for the beginning teacher shall be conducted prior to the beginning of the instructional term, but within the employment term, supervised by the mentor teacher.

6.3 Joint planning periods, when possible, shall be scheduled for the mentor and beginning teacher throughout the school year.

6.4 When possible, the mentor shall observe the beginning teacher's classroom teaching skills for at least one hour per week during the first half of the school year. Observation time may be reduced at the discretion of the mentor to one hour every two weeks during the second half of the school year.

6.4.1 The mentor shall document all observations, meetings, discussions, and keep a portfolio of all activity. Mentor's documentation may include video tapes, notes of observation, discussions and recommendations. These should be accumulated in a portfolio for use in weekly and monthly meetings.

6.5 Weekly meetings between the mentor and the beginning teacher shall occur at which the mentor and the beginning teacher discuss the performance of the beginning teacher and any needed improvements. These meetings may be reduced at the discretion of the mentor, to bi-weekly meetings during the second half of the school year.

6.6 Monthly meetings of the professional support team shall occur to discuss the performance of the beginning teacher. These meetings may include all mentor members of all professional support teams at the school if helpful in the judgement of the participants.

6.7 In-service professional development programs shall be provided through the professional development project of the center for professional development for beginning teachers and for mentors, both of which will be held in the first half of the school year.

6.8 The mentor teacher shall be released from regular duties, as agreed to by the principal and the mentor teacher in order to perform these responsibilities.

6.9 A final evaluation of the performance of the beginning teacher shall be completed by the principal on a form developed by the state board of education. The final evaluation form shall be submitted by the principal to the county school superintendent and shall include one of the following recommendations:

6.9.1 Full professional status - A recommendation of full professional status indicates that the beginning teacher has successfully completed the internship program and in the judgement of the principal has demonstrated competence as a professional educator;

6.9.2 Continuing internship status - A recommendation of continuing internship status indicates that in the judgement of the principal, the beginning teacher requires further supervision, and further employment in the district should be conditioned upon successful completion of an additional year under a beginning teacher internship program; or

6.9.3 Discontinue employment - A recommendation to discontinue employment indicates that in the judgement of the principal, the beginning teacher has completed two years of employment under supervision in a beginning teacher internship program, has not demonstrated competence as a professional educator and will not benefit from further supervised employment in the district.

6.10 Program Evaluation

6.10.1 The Monroe County Beginning Teacher Internship program should be evaluated at the end of each school year. The evaluation team shall include mentors, interns, professional support team members, and a representative of the staff development team. The purpose of the evaluation is to determine the success of the program and to determine any necessary revisions.

7. Program Restrictions/Effective Date

7.1 The provisions of the Policy do not operate to guarantee contract renewal or

employment of any teacher by the county board of education. (WV State Code §18A-2-8)

7.2 The provisions of this Policy do not preclude any additional efforts by Monroe County Schools to provide orientation for new staff members.

7.3 The Policy is effective upon passage.

Original passage 10/7/91

Revised and newly adopted January 8, 2002

Reviewed by Board February 19, 2013