

WEST VIRGINIA SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5

1991 JUN 26 PM 3:48

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

FILED

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Department of Education TITLE NUMBER: 126

CITE AUTHORITY: WV Code 18A-3-2b

RULE TYPE: PROCEDURAL XX INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES xx, NO _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 160 Policy 5900

TITLE OF RULE BEING AMENDED: Beginning Educator Internship Program

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: _____

TITLE OF RULE BEING ADOPTED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS August 6, 1991

Barbara L. Estep
June 24, 1991

2.40

Executive Summary

Replacement to Policy 5900: Beginning Educator Internship Program

Purpose

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The purpose is to amend Policy 5900 which describes the scope, purpose, and program requirements for a systematic program of assistance for beginning teachers.

Background

This program was initially proposed by the "Advisory Council," the predecessor to Council On Professional Education. Such programs are now in place as a result of Policy 5900 which was originally approved by the state board in July 1990. However, the current policy is not congruent with Senate Bill 1. Consequently, the replacement policy is being forwarded and recommended. Council On Professional Education has reviewed and endorsed replacement Policy 5900. The replacement policy is now in alignment with Senate Bill 1 and emphasizes additional flexibility.

As a result of the policy going out on comment in April, Eleven comments were received. Overall, the comments supported the greater flexibility. The requirement to include a staff development council member on the support team was softened to read "when possible."

Recommended Revisions

- The replacement policy does the following:
 - adheres very closely to Senate Bill 1 and
 - allows for more flexibility, autonomy, and decision-making at the local level than its predecessor.

Impact

Instruction

Instructional services for students should be enhanced since the interns' ability to deliver and assess instruction and learning will be improved.

Leadership Impact

Teachers should become more informed and prudent decision-makers and communicators. Also, less time will be used for recruitment since such programs positively affect retention.

Financial Impact

The policy requires joint planning periods (for intern and mentor), released time for mentors, and a minimum \$600 stipend for each mentor. Program costs are approximately \$300,000.00 per year (see attached fiscal note).

Title 126
Legislative/Procedural Rule
Chapter 18-2-6
Series 160
Policy 5900

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SECRETARY OF STATE

Title: Beginning Educator Internship Program

Section 1. General

- 1.1 Scope: These legislative/interpretive rules establish the guidelines for developing and implementing a beginning educator internship program.
- 1.2 Authority: WV Code 18A-3-2b
- 1.3 Filing Date: June 24, 1991
- 1.4 Effective Date: August 6, 1991
- 1.5 Repeal of Former Rule: None. This policy replaces the previous policy, also Series 160, Policy 5900.

Section 2. Scope

Every person to whom a professional teaching certificate is awarded after the first day of January, one thousand nine hundred ninety-two, shall successfully complete a beginning teacher internship program under the provisions discussed below, except such persons who were awarded a professional teaching certificate on the basis of at least five years teaching experience in another state.

Section 3. Purpose

To provide a continuum of growth from the preservice to the professional teaching level.

Section 4. Monitoring

Monitoring of the program requirements will be conducted via the accreditation system outlined in §18-2E-5.

Section 5. Technical Assistance

Multiple methods of assistance will be provided by the appropriate office/unit within the State Department of Education.

Section 6. Program Requirements

Requirement 1:

A professional support team shall be comprised of the following: 1) the school principal, who shall be the chair of the professional support team, 2) a member of the county professional staff development

council, when possible, and 3) an experienced classroom teacher at the school who teaches the same or similar subject and grade level as the beginning teacher, when possible, and who shall serve as a mentor for the beginning teacher.

Requirement 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.

Requirement 3:

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

Requirement 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.

Requirement 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 biweekly meetings during the second half of the school year.

Requirement 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.

Requirement 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.

Requirement 8:

The mentor teacher shall be released from regular duties, as agreed to by the principal and the mentor teacher, and a yearly stipend of at least six hundred dollars for the mentor teacher for duties as a mentor teacher.

Requirement 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:

- (a) 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;
- (b) 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
- (c) 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.

The provisions of this policy do not operate to guarantee contract renewal or employment of any teacher by the county board of education. (See §18A-2-8.)

Section 7. Effective Date

County policies and programs shall be in effect by August 1, 1991.

DISCRIMINATION PROHIBITED: The West Virginia Department of Education does not discriminate on the basis of sex, race, color, religion, handicapping condition, age and national origin in employment and in the administration of any of its education programs and activities. Inquiries may be directed to the Elimination of Sex Discrimination Program Coordinator, 348-7864; to the Section 504 Coordinator, 348-2696, West Virginia Department of Education, Charleston, West Virginia, 25305; or to the U.S. Department of Education's Director of the Office for Civil Rights, 215-596-6795.

JRL/se:3128q POL 5900
se:rev. 6/14/91

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S U M M A R Y O F C O M M E N T L O O F F I C E O F W E S T V I R G I N I A
S E C R E T A R Y O F S T A T E

Policy 5900: Beginning Educator Internship Program

Eleven separate comments were received. One change was made to allow more flexibility in the implementation of the policy. The comments focused on the following concerns:

- a) a desire for flexibility regarding mentor-intern "same or similar subject and grade level;"
- b) selection of mentors;
- c) common planning period;
- d) evaluation of intern;
- e) professional support team composition (the "team" should be mentor and intern only); and
- f) funding.

JRL/se:3337q POL.5900

Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
5/08/91	B. Combs Univ. of Charleston	<p><u>Section 6.</u></p> <p>I feel that criteria for selecting mentors should be stated along with notation of certain areas in which to evaluate beginning teachers. This will provide some consistency throughout the state.</p>	NA	Objective is to promote flexibility and wide latitude in decision-making at the local level.
5/10/91	Dr. Louis J. Hlad Monongalia County Schools	<p><u>Section 2.</u></p> <p>This places teachers into a internship program on a modified basis. Very good!</p>	N	
		<p><u>Section 6.</u></p>		
		I like all the requirements.	N	
		#8 Good idea to give a stipend to the teacher - perhaps should be increased.	N	
		The new policy is much better than the original.	N	
5/14/91	Bill Whittaker Jefferson High School	<p><u>Section 6.</u></p> <p>#3, 4, This situation & 5 requires a mentor teacher to have an "extra" planning period which will be devoted to the mentor program.</p>	N	

Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
		<p>A teacher who gives up a planning period to be a mentor will fall behind in their own planning. One of the concepts a mentor should be emphasizing is planning & organization of lessons, and with only one planning period would not be able to reinforce that which he/she is teaching. This also may reflect on staff needs/numbers</p>		
		<p>#9 What are "regular duties? Need examples so that potential mentors would have an idea of what is meant when considering accepting a mentor position</p>	N	
		<p>#9 Does this include recommendations from the mentor? Should staff development member of team be present when evaluation is completed?</p>	N	<p>Evaluation is completed solely by principal as mandated in Policy 5310.</p>
5/21/91	Mary M. Thomas	Section 6.		
		<p>#1 There should not a professional support team, as defined here. If mentoring is to work as it was presented at the RESA I Teachers Academy at Concord College in July, 1990,</p>	NA	<p>Legislation mandates composition of the team.</p>

Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
		<p>this kind of framework has <u>no place</u>. The mentor teacher is the <u>only</u> person ever to meet with the first year teacher and that meeting is to be designed as to be non-stressful. Mentoring is not to resemble in any fashion evaluation.</p>		
		<p>#4 Makes no sense to observe for 1 hour. Our high school class periods are <u>not</u> 60 minutes long and one class period observation/wk. is more than adequate. Needs to be scrapped! This is <u>not</u> an evaluation process, in which the mentor is to serve as the in the same capacity principal!</p>	NA	Legislative mandate.
		<p>#7 For what purpose? The new staff development policy is allowing staff development to be handled locally.</p>	N	
		<p>#8 State legislature providing the \$600.00?</p>	N	Yes.
		<p>#9 Has no place in a mentorship policy!</p>	NA	Legislative mandate.

5/24/91

Pleasant's County Board
of Education

Section 6.

#3 Common planning periods for the mentor and the beginning teacher should be eliminated. Meetings between the two should be held before or after school. Then, the mentor could use his/her planning period for most observations. In that manner, his/her students would not be negatively impacted by the absence of their regular teacher. It is important to keep regular teachers in classrooms! The research on the instructional effectiveness of occasional substitutes substantiates such claim.

NA

Nothing precludes meeting before or after school if agreeable to mentor and intern.

#4 Change "one hour to one-half hour".

Legislative requirement.

5/28/91

Christeen Courtney
Kanawha County Schools

Section 6.

#8 It states "The mentor teacher shall be released from regular duties, as agreed to by the principal and the mentor teacher, and a yearly stipend of at least six hundred dollars for the mentor teacher for duties as a mentor teacher."

N

Date Received Individual/Organization Comments/Suggestions Action/Type Rationale

Under the "Old" Policy 5900 N
 Program Guidelines - SECTION 5
 5.7 states "Mentors should
 receive released time and
 additional pay, funded from
 additional earmarked state
 sources." I THINK THIS
 SHOULD ALSO BE INCLUDED IN
 THE NEW POLICY UNDER
 REQUIREMENT 8 IN Section 6
Program Requirements.

5/31/91 Sam Secorro
 West Virginia State
 College

Section 6.

#1 It is unrealistic to N
 expect that these teams
 can be staffed to consis-
 tently perform in these
 roles--also, one of the
 2 support members (maybe two)
 will be a significant
 evaluator of performance for
 retention. These are
 inconsistent and biased roles.

#2 Not clear what the focus of
 the orientation is to be...to
 a program of support and its
 linkage? Employment?

#4 Costs can be reduced here by N
 adding a provision for
 observation via video taped
 presentations; also addresses
 the problem that will arise
 when the mentor is located out-
 side the school - also;
 addresses #5.

#6 See #1 - these roles are inconsistent; helping and employee evaluation should be separated. In these monthly meetings, the mentor will be providing evaluative information to supervisors (principals, etc.) who will, no doubt, use such information later to effect the responsibilities outlined below in #9. Again, this format compromises the essence of "mentoring" and will impact, perhaps negatively the mentor's role. An atmosphere or context should be created which, if truly "personalized", provides for reflection and formative evaluation between the mentor and BT. The system outlined in this policy is administrator controlled and focuses upon summative evaluations. Of course, these are needed but should not be structured as such in this format.

#7 These are common programs with content/learning derived from? N

Date Received Individual/Organization Comments/Suggestions Action/Type Rationale

#9 Again, the evaluation "conflict of interest"---
Remove this aspect from the program and keep it as it currently exists for any other employee who is evaluated by their supervisor(s). N

Overall Reaction:

This concept integrates professional helping, mentoring, and personal adjustment with employee or district evaluation and retention. These very often, are not effective means for creating helping relationships and delineating roles and common purposes. Mentors, for example, may feel compelled to narrow professional development/guidance toward the context of employee evaluation and retention, rather than professional helping and coaching. N

This approach is somewhat unlike many others "mentoring" concepts implemented nationally. Also, no inclusion in these guidelines of LEA's being encouraged to seek sponsorship with IHE in developing and delivering the various components, or even going beyond the concept outlined. This certainly appears to be inappropriate

and even contradictory, given that the WYBOE mandated NCATE accreditation, which includes, among other requirements, a criterion for "developing arrangement with local school districts to provide assistance to its graduates who are first-year teachers or....."?!

Of course, it is not surprising that IHE are substantially excluded, given that zero dollars were allocated from initial funding for higher education. Likewise, it doesn't provide any incentive for LEA's to collaborate with IHE, since there are few resources to share.

Finally, it is felt that the revisions from the "old 5900" to the new version are simply not consistent with good practice and the intent of SBI, which was to assist beginning teacher in a meaningful, practical, and collaborative manner. Bring in the old!

6/03/91

Grant County Staff
Development Council

Section 6.

"I do not like the tone of requirement number 6 and I don't like any part of requirement number 9. This section gives the mentor teacher a good deal of power and reduces the Beginning Internship Program to simply a tool for dismissal."

N

Date Received	Individual/Organization	Comments/Suggestions	Action/Type	Rationale
		"Do not like the final evaluation being based on the beginning teacher program."	N	
#9		"The mentor should not be involved in evaluation."	N	
6/03/91	Robert P. Mason Mineral County Schools	Section 6. #1 "3) a experienced classroom teacher at the school insert where possible. #2 Add "for beginning teachers hired prior to that time." #5 Add "as possible" #8 "The mentor teacher shall be released from regular duties..." Add "where possible"!!! In most cases, this will be totally impractical!	N NA NA NA	Statement does not communicate anything. Adds too much discretion. The mentor and intern must have a common meeting time.
		Section 7. Effective date should not be until January 1, 1992, or at the earliest October!----If the state policy is not passed until June, counties will not be able to get comments from employees, etc, to set their own policies by August 1.	NA	Counties have had ample time to plan for this.

Staff Development Impact

Professional development programs are to be provided by the center for professional development.

Administrative Impact

Building principals should become more focused on assisting the beginning teacher's transition from training to the work place. Also, more administrative time will be required of the principal to insure success of the program in his/her role as chair of the support team.

JRL/se:3237q



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(Plus all the volunteer
help we can get)

STATE OF WEST VIRGINIA

SECRETARY OF STATE

Building 1, Suite 157-K
1900 Kanawha Blvd., East
Charleston, WV 25305-0770

TO: Barbara Estep

AGENCY: Education

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: July 6, 1992

THE ATTACHED RULE RECENTLY FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 160 TITLE: 126 Education

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: Barbara L. Estep

TITLE OF PERSON SIGNING: Exec Sec WV Board of Edu.

DATE: July 31, 1992

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.