

WEST VIRGINIA
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #2

FILED
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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative/Procedural; CITE AUTHORITY WV Code 18-2-6

AMENDMENT TO AN EXISTING RULE: YES ___ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 160

TITLE OF RULE BEING PROPOSED: Beginning Educator Internship Program

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON June 7, 1990 AT 9:00 a.m. ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

Mr. James R. Lewellen
Office of Professional Development
WV Dept. of Education
Room B-337, Capitol Complex
1900 Kanawha Blvd. E.
Charleston, WV 25305

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.

Barbara L. Estep
April 23, 1990

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

FISCAL NOTE WORKSHEET
(Submit 4 copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Beginning Educator Internship FUND _____
Program: Policy 5900

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ None	\$	\$ 674,000	\$ 617,500	\$ 586,625
PERSONAL SERVICES	\$	\$	\$ 650,000	\$ 617,500	\$ 586,625
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT			24,000	-0-	-0-
OTHER					
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

The proposed policy includes one mentor for each intern. This requires 1300 mentors at \$500.00 per year (1300 x \$500.00 = \$650,000). Also, initial training is required. Such training would include eight regional seminars at \$3,000.00 each (8 x \$3,000.00 = \$24,000).
Total cost: \$650,000 + 24,000 = \$674,000

The next year is reduced five percent, which equals \$617,500. Thereafter, the cost is again reduced by five percent, which equals \$586,625.

The above reflects new cost for the state. Individual counties will be expected to pay any substitute costs for released time.

IMPACTS
FISCAL:

STATE STAFF: James R. Lewellen

DATE: 2-26-90 AGENCY: Department of Education AUTHORIZED REPRESENTATIVE: _____

EXECUTIVE SUMMARY

Beginning Educator Internship Program

Purpose

This policy defines and describes the general procedures and principles for each county to develop a beginning educator internship program.

Background

This program was initially studied and recommended by the "Advisory Council," the predecessor to COPE. Similar programs are also in place in a few county systems. Additionally, the program was mandated by Senate Bill No. 14. The policy includes interns, mentors, principals, college, and RESA staff. It provides a year long assistance program for teachers with zero years experience and/or educators in a new assignment. Key terms are defined and training procedures are outlined. The policy has been co-developed, reviewed, and endorsed by the Council on Professional Education (COPE).

The positive findings gleaned from research on intern-mentor programs are summarized below.

- A formal beginning teacher assistance program can have a positive effect on teacher retention.
- Participation in such a program contributes to first-year teachers' job satisfaction and attitudes about teaching.
- Assistance and support to beginning teachers can help resolve problems and concerns in areas such as classroom management skills and improved relationships with students.
- Classroom observation and follow-up conferences regarding teaching performance by an experienced teacher/mentor were not only helpful but welcomed by most first-year teachers.
- A majority of beginning teachers identified their mentors as their most valued form of assistance and support.
- Local districts experienced a positive change among staff involved in the beginning teacher assistance program.
- Mentor teachers improved their classroom skills through specific training while their shared enthusiasm positively affected teachers not directly involved in the program.
- The program strengthened partnerships between colleges and public schools.

Impact

Instruction

Instructional and administrative support services for students should be enhanced. Also, interns' ability to deliver instruction will be improved.

Leadership Impact

Educators should become more informed and prudent decision-makers and communicators, particularly in the classrooms. Also, less time will be used for recruitment since such programs positively effect retention.

Financial Impact

The policy recommends released time and additional pay for mentors, funded from additional earmarked state sources. If the financial guidelines are implemented, the specific costs would be:

1300 mentors/one for each new teacher
x \$500 dollars per mentor per year
\$650,000 state aid

Substitutes for mentor/intern released time should be funded by each county. (See Fiscal Note for break out of program costs.)

Staff Development Impact

It is recommended that the initial training be funded by the state via regional training seminars (8 seminars x \$3,000 each = \$24,000). The training should focus on the role of the mentor as one assisting/coaching interns. Specific program strands should include communicating, conducting observations, conferencing, teaching strategies, and employee rights and responsibilities.

Administrative Impact

Building principals should become more focused on program and concomitantly student achievement. Also, more administrative time will be required to insure success of the program.

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

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 18-2-6
- 1.3 Filing Date: _____
- 1.4 Effective Date: July 1, 1990
- 1.5 Repeal of Former Rule: None. This is a new policy.

Section 2. Purpose

- 2.1 To provide a guided, personalized transition from preservice education through the initial year of employment. An educator in a new assignment may be included in all or part of the program.

Section 3. Definitions

- 3.1 Intern: an educator with zero years experience. An educator in a new assignment may be included in all or part of the program.
- 3.2 Mentor: an experienced educator who advises, assists, and coaches one intern.
- 3.3 Induction: a program to aid interns through orientation, instructional assistance, and mentoring.

Section 4. Mentors: Selection, Role, and Training

- 4.1 Selection of Mentors - Mentors shall be selected utilizing the following minimum profile. Quality mentors:
 - a. have the ability to model a variety of educational strategies,
 - b. are willing, available, and committed,
 - c. demonstrate effective professional behaviors,
 - d. are good listeners,
 - e. are recognized by peers to be outstanding educators, and
 - f. are skilled communicators.

- 4.2 Matching Mentors and Interns - The matching shall be based on at least the following criteria:

The mentor will have an assignment that is closely related to that of the intern (subject matter and grade level).

The mentor and intern will have placements within close proximity (preferably within the same building whenever possible).

Pairing will be made for a specific limited time period and then be reassessed.

- 4.3 Mentors' Role - Mentors shall focus on at least the following activities:

Emphasize job-related activities and performance. (Mentors are not to evaluate interns.)

Identify a wide array of human, material, and fiscal resources.

Assist with identifying and planning long-term goals and objectives.

Assist with self-evaluation of daily activities to achieve the objectives.

Provide an orientation to the school system and community.

- 4.4 Training for Mentors - The training shall include at least the following components:

Communication (listening comprehension and oral and written skill development)

Conducting observations and documenting results/findings

Conferencing and consulting (feedback)

Conducting needs assessments

Instructionally effective schools correlates

Educator effectiveness variables

Employee rights, benefits, and responsibilities

Section 5. Program Guidelines

- 5.1 The program should be viewed as a necessary and collaborative linkage between the educator preparation program and staff development.
- 5.2 Major components of the program should include teaching strategies and tactics.
- 5.3 The program shall be structured to create a systematic, nonjudgmental, and positive climate for assisting the intern.
- 5.4 The program should include a common planning time for the intern and mentor.
- 5.5 The program should foster the socialization of the new intern into both career and community.
- 5.6 The program (planning and implementing) should be collaborative and include experienced teachers, county and building level administrators, and higher education faculty. RESA staff and professional associations may be included as part of the team.
- 5.7 Mentors should receive released time and additional pay, funded from additional earmarked state sources.
- 5.8 The selection process (for mentors) should be determined at the local level by the staff development council. (See Section 4.)
- 5.9 Mentoring should be viewed as unique to each pair (mentor and intern) and based on the needs of the intern. Schedules should be determined by each pair.
- 5.10 The role of principals, higher education, and RESA staff should be consultative and facilitative, and delineated by the county staff development council.
- 5.11 A portfolio for each intern should be developed and may include: a) an ongoing record of each intern's assignments, activities, strengths, and needs; b) observations; c) evaluations; d) documentation of teaching and learning through examples of students' work; and e) videotapes of interns teaching with descriptions of that teaching by mentors.
- 5.12 The program should include a brief, reflective self-study (narrative) of the program and/or other evaluation processes to be completed by each intern, mentor, principal, and/or supervisor.

- 5.13 All interns in the same county and/or RESA should meet collectively to share their concerns and to receive consultative information.
- 5.14 The program should incorporate frequent observations of the intern by the mentor support team for the purpose of improvement.
- 5.15 The required evaluations will be conducted by the immediate supervisor.
- 5.16 The coordinator or director of staff development should administer and evaluate the program.

Section 6. Intern's Training

The county staff development council should identify the interns' program content which must address at least the following:

- 6.1 planning (orientation, frequency of interaction between mentor [team] and intern),
- 6.2 data collection and record keeping (inventories, surveys, anecdotal records, diagnosis, observations, conferences, and record keeping generally),
- 6.3 instructional and/or administrative management (emphasizing teaching strategies and tactics and curricular congruency),
- 6.4 interpersonal development (developing an educational philosophy and working effectively with peers, principals, and parents),
- 6.5 effective communicator (becoming effective listeners, writers, and speakers, and developing an awareness of the work environment, knowing what is going on), and
- 6.6 employee rights, benefits, and responsibilities.

Section 7. State Board Approval

- 7.1 County policies are to be submitted by March 1, 1991.
- 7.2 Policies meeting the guidelines established herein will be reviewed and approved by the West Virginia Board of Education.
- 7.3 County policies approved by the state Board of Education shall be in effect no later than May 1, 1991.

RESPONSE FORM

Beginning Educator Internship Program
Policy 5900

Directions: Please use this form in commenting on the proposed policy.

Individual/Organization: _____

Address: _____

Section	Comments and Suggestions
2. Purpose	
3. Definitions	
4. Mentors	

Section	Comments and Suggestions
5. Principles of Operation	
6. Intern's Training	
7. State Board Approval	

Please submit comments by June 1, 1990 to

James R. Lewellen
Office of Professional Development
WV Department of Education
Capitol Complex, Room B-337
1900 Kanawha Boulevard, East
Charleston, WV 25305

jb:2512q JRL17