

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #5

FILED
1991 JUL 24 PM 1:21
OFFICE OF THE SECRETARY OF STATE
MORGANTOWN, WV

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: West Virginia Code 18-2-6

RULE TYPE: PROCEDURAL INTERPRETIVE

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

AMENDMENT TO AN EXISTING RULE: YES , NO

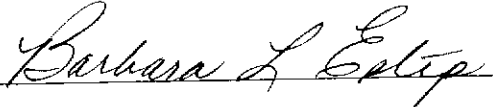
IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: 160 (Policy 5900)

TITLE OF RULE BEING ADOPTED: Beginning Educator Internship Program

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS August 31, 1990


July 20, 1990

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: July 20, 1990
- 1.4 Effective Date: August 31, 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.