

Section 1: Overview

Gilmer County in compliance with WV Code 18A-3-2b, Policy 5900 has developed a Beginning Educator Internship Program to facilitate a support network for the new teacher in transition from training to the classroom, to provide administrators the opportunity and framework to effectively evaluate the beginning teacher, and to culminate in enhanced instructional services for students through this co-operative effort.

Section 2: Definitions

BEGINNING EDUCATOR/MENTEE - Every person who is employed as an educator after January, one thousand nine hundred ninety-two, and has less than three years teaching experience or a professional teaching certificate.

MENTOR - A willing, successful teacher with good listening skills and compassion that serves as the beginning teacher's guide and friend. A person who has completed an approved training program.

PROFESSIONAL SUPPORT TEAM - A team comprised of the school principal (who shall be the chairperson), the mentor, and program co-ordinator (when possible).

PROGRAM CO-ORDINATOR - A county administrator who facilitates the implementation of the Beginning Educator Intership Program.

Section 3: Designation of Responsibilities

* PROGRAM CO-ORDINATOR

Objective: To facilitate the implementation of the Beginning Educator Internship Program.

Implementation:

1. Schedule and organize forums for BEIP.
2. Meet with administration to describe implementation of the program.
3. Meet with mentors to outline responsibilities, compensation, and evaluations.
4. Meet with new teachers to provide an overview of the program and outline responsibilities of central office and beginning teacher.
5. Disseminate relevant information to appropriate personnel as needed.
6. Serve as a member of Professional Support Team when possible.
7. Collect and compile BEIP evaluations and institute modifications as pertinent.

* INDIVIDUAL SCHOOL

Objective: To provide new teacher(s) with the basic information necessary to facilitate an informed and smooth transition into the school environment.

Implementation:

1. The principal with the assistance of the faculty senate will assign a mentor for each new teacher based upon the established criteria.
2. The principal and/or mentor will provide information on the following:
 - accident report form and procedure
 - bus regulations
 - classroom management plan
 - emergency cards
 - emergency closing form/procedure
 - emergency preparedness plan
 - evaluation form
 - fire drill manual and procedure
 - learner outcomes/instructional goals
 - lesson plan procedures
 - parent-teacher conferences
 - register
 - report card/deficiency report form
 - schedule (time allocation/time on task)
 - school discipline policy
 - school handbook
 - school lunch program record keeping
 - semester/completion tests
 - student records/confidentiality
 - student rights and responsibilities booklet
 - textbook list with prices
 - other relevant information
3. The principal will arrange for the mentor and/or mentee the opportunity to observe each other's teaching a minimum of one day per semester.
4. The principal will chair the monthly meeting of the professional support team.
5. The principal will compile a portfolio for each beginning teacher with the assistance of the mentor and beginning teacher.
6. The principal will monitor the new teacher for the purpose of: answering questions, providing positive reinforcement, and evaluating the mentor program to determine if it is effectively meeting the needs of the new teacher.
7. The principal shall complete a county BEIP evaluation to submit to the Program Co-ordinator prior to the closing of the school year.
8. 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 with an improvement plan; 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.

* MENTOR

Objective: To enable the beginning teacher to adapt quickly and smoothly to teaching.

Implementation:

1. The mentor should visit the beginning teacher in his/her classroom to:
 - listen attentively
 - observe classroom arrangement and appearance
 - observe organization of teacher
 - observe teacher/pupil interaction when feasible
2. The mentor shall observe for at least one hour per week during the first semester. 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.
3. The mentor should answer questions in regard to instruction, record keeping and other school procedures.
4. The mentor should encourage, praise, and reassure the beginning teacher.
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.
6. The mentor should document strengths, weaknesses, and remediations. All documentation should be kept confidential but shared with mentee and not to be used for purposes of administrative evaluation. This information should be retained until the mentee receives full professional status.

7. The mentor shall compose a brief reflective narrative of the beginning teacher's year.
8. The mentor shall complete a county BEIP evaluation and submit it to the Program Co-ordinator prior to the closing of the school year.

* BEGINNING TEACHER/MENTEE

Objective: To assimilate provided information to enable one to concentrate on teaching.

Implementation:

The beginning teacher will:

1. Attend the orientation scheduled by the county prior to the opening of school.
2. Seek answers from the appropriate school personnel when the need arises.
3. Be prepared for conferences with mentor and weekly observations and meetings.
4. Concentrate on the task of teaching.
5. Participate in the Teacher Forums scheduled throughout the year conducted by program co-ordinator.
6. Put information and techniques gained into practice.
7. Compose a brief, reflective narrative of your year in the Beginning Educator Internship Program.
8. Complete an evaluation form for the county BEIP and submit to the Program Co-ordinator prior to the closing of the school year.

Section 4: Program Components

* CENTRAL OFFICE ORIENTATION

Objective: To familiarize beginning teachers with basic certification, insurance, payroll and other pertinent information relevant to central office responsibilities and programs.

Implementation:

1. Each department of the central office staff will describe their area and related procedures/services. Each will provide information that is beneficial to the new teacher.
 - * Finance
 - * Certification
 - * Special Services
 - * Chapter I
 - * Transportation
 - * Maintenance
2. Superintendent or his designee will contact the beginning teacher at least once during his/her first year of employment. The contact will be for a conference and/or observation.

* FORUMS

Rationale:

The forums are to provide an opportunity for new teachers to have a designated time for support and sharing of problems/concerns while disseminating information on a variety of topics that should enhance their preparation for actual classroom utilization.

During the year four Beginning Teacher Forums will be strategically placed:

DATE	TOPIC
September	"Where do I begin?" Classroom organization, management
October	"What comes next..." Learner goals and instructional objectives/curriculum and how they are incorporated in daily lesson plans and classroom management techniques
January	"Hello, I am..." Home school communication --- the how & why to establish rapport
March	TEST??!! Evaluation techniques "It's not summer yet..." Planning and organizing closing out the school year

Suggested resources for forums are:

- County Administration
- RESA Personnel
- Higher Education Personnel

* PORTFOLIO

A portfolio for each beginning teacher will be compiled by the principal with the assistance of the mentor and beginning teacher. The purpose is to provide accurate documentation of the beginning teacher's Beginning Educator Internship Program.

The file may contain but not be limited to:

- record of beginning teacher's assignments and activities
- observation by administrator(s)
- evaluation by administrator and self-evaluation by beginning teacher
- copies of student's work or photographs to reflect a variety of teaching activities and techniques collected by beginning teacher
- documentation of the BEIP monthly support team meetings

Note: These materials could easily and conveniently be organized together in an expanding file.

* EVALUATION

The program shall be evaluated by the beginning teacher, mentor, principal, and administration involved. The forms (see APPENDIX) will be submitted to the Program Co-ordinator who will review the responses and compile a final evaluation for the Superintendent. This report will include suggested modifications for the next year's program.

Section 5: APPENDIX

* FORMS

BEIP Observation Form
BEIP Monthly Support Team Meeting Record
BEIP Forum Evaluation Form
BEIP Evaluation Form

02/10/92 Review

02/24/92 Approved

BEGINNING EDUCATOR INTERNSHIP PROGRAM
OBSERVATION FORM

SCHOOL _____

BEGINNING TEACHER _____

MENTOR _____

I. PRE-OBSERVATION MEETING

DATE _____

TOPIC TO OBSERVE:

II. OBSERVATION

DATE _____

SPAN OF TIME _____

SUMMARY:

III. CONFERENCE - Mentor/Beginning Teacher

DATE _____

SUMMARY:

BEGINNING EDUCATOR INTERNSHIP PROGRAM
MONTHLY SUPPORT TEAM MEETING RECORD

DATE _____

THOSE PRESENT:

DATE _____

THOSE PRESENT:

DATE _____

THOSE PRESENT:

DATE _____

THOSE PRESENT:

DATE _____

THOSE PRESENT:

BEGINNING EDUCATOR INTERNSHIP PROGRAM
FORUM EVALUATION FORM

POSITION (circle one): ELEMENTARY SECONDARY ITINERATE

FORUM NUMBER: 1 2 3 4

DATE: _____

RATING SCALE:

- 5 - EXCELLENT
- 4 - VERY GOOD
- 3 - GOOD
- 2 - FAIR
- 1 - POOR

Please rate the following statements:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The presenter was prepared. | 1 | 2 | 3 | 4 | 5 |
| 2. The information was presented in an interesting manner. | 1 | 2 | 3 | 4 | 5 |
| 3. I gained new information from the session. | 1 | 2 | 3 | 4 | 5 |
| 4. I can use the information in my classroom. | 1 | 2 | 3 | 4 | 5 |
| 5. I would recommend this session for beginning teachers. | 1 | 2 | 3 | 4 | 5 |

COMMENTS:

BEGINNING EDUCATOR INTERNSHIP PROGRAM
EVALUATION

POSITION (circle one): ADMINISTRATOR MENTOR BEGINNING TEACHER

DATE: _____

RATING SCALE: 5 - EXCELLENT
 4 - VERY GOOD N/A - not applicable
 3 - GOOD
 2 - FAIR
 1 - POOR

Please rate the following statements:

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. I was provided an overview of the Beginning Educator Internship Program. | 1 | 2 | 3 | 4 | 5 | |
| 2. I received an outline and explanation of my responsibilities. | 1 | 2 | 3 | 4 | 5 | |
| 3. I was notified in advance of the Beginning Teacher Forums. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. I feel the following have fulfilled their responsibilities as follows: | | | | | | |
| Superintendent | 1 | 2 | 3 | 4 | 5 | |
| Program Co-ordinator | 1 | 2 | 3 | 4 | 5 | |
| Principal | 1 | 2 | 3 | 4 | 5 | |
| Mentor | 1 | 2 | 3 | 4 | 5 | |
| Beginning Teacher/Mentee | 1 | 2 | 3 | 4 | 5 | |
| 5. I feel I compiled with my responsibilities. | 1 | 2 | 3 | 4 | 5 | |
| 6. I feel the overall program was effective and beneficial. | 1 | 2 | 3 | 4 | 5 | |

COMMENTS/SUGGESTIONS
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