

A POLICY STATEMENT OF
THE HANCOCK COUNTY BOARD OF EDUCATION
New Cumberland, West Virginia 26047

MENTOR TEACHERS

Comprehensive system for teacher induction and professional growth.

The intent of the WV Legislature is to allow for a multistep statewide implementation of a comprehensive system of support for building professional practice of beginning teachers, specifically those on the initial and intermediate progressions, consistent with sound educational practices and resources available. In this regard, it is the intent of the Legislature that the transition of schools and school systems to a comprehensive system of support that includes support for improved professional performance targeted on deficiencies identified through the evaluation process will be implemented concurrent with the first year that a school or system receives final evaluation results from the performance evaluation process pursuant to section two of this article.

Further, because of significant variability among the counties, not only in the size of their teaching force, distribution of facilities and available resources, but also because of their varying needs, the Legislature intends for the implementation of this section to be accomplished in a manner that provides adequate flexibility to the counties to design and implement a comprehensive system of support for improving professional performance that best achieves the goals of this section within the county.

Finally, because of the critical importance of ensuring that all teachers perform at the accomplished level or higher in the delivery of instruction that at least meets the West Virginia professional teaching standards and because achieving this objective at a minimum entails providing assistance to address the needs as indicated by the data informed results of annual performance evaluations, including the self-assessed needs of the teachers themselves, the Legislature expects the highest priority for county, regional and state professional development will be on meeting these needs and that the transition to a comprehensive system of support for improving professional practice will reflect substantial redirection of existing professional development resources toward this highest priority.

The Hancock County Board of Education believes in the value of developing and nurturing beginning teachers. Every person, beginning July 1, 1992, to whom a professional teaching certificate is awarded by the West Virginia Department of Education, shall be required to successfully complete an internship program, under the supervision of a mentor teacher and professional support team as defined below. An exception is given to those persons who were awarded a professional teaching certificate on the basis of having five (5) or more years of teaching experience in another state. The Mentor/Mentee Program has been established to provide the mentee guided personalized assistance through the first year of employment. An educator in a new assignment may also be included in the program.

Program Requirements

The Board shall provide a professional support team for those newly hired teachers requiring an internship program according to the following guidelines: 1) the school principal shall be the chair of the professional support team 2) a member of the county professional staff development council 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. The mentor is an experienced successful teacher who advises and assists the mentee (beginning teacher). Mentors shall exhibit qualities of excellence in education.

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

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

When possible, the mentor shall observe the mentee's classroom teaching skills for at least one (1) hour per week during the first half of the school year. Observation time may be reduced at the discretion of the mentor to one (1) hour every two (2) weeks during the second half of the school year.

Weekly meetings between the mentor and the beginning teacher shall occur at which the mentor and the mentee 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

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 judgment of the participants.

In-service professional development program 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.

The mentor teacher shall be released from regular duties, as agreed to by the principal and the mentor teacher, and receive a yearly stipend of at least \$600 for duties as a mentor teacher. The employee must have on file a signed contract of employment for extra-curricular duty assignment. When possible, teacher mentor/mentees will be assigned within the same school. In addition, consideration for placement will be given based upon grade level and subject area taught.

The principal maintains sole responsibility for formal performance evaluation of the beginning teacher.

The provisions of this policy do not operate to guarantee contract renewal or employment of any teacher by the County Board of Education (18A-2-8).

Date Adopted: 6/27/94
Date Amended: 9/24/01; 2/11/08; 01/09/17
Date Reviewed:

The above Policy Statement is an integral part of the Official Policy Manual of this Board of Education as of the date shown adopted.