

Summers County Board of Education

Scope:

Authority: Board Minutes

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Reviewed: October 14, 2021.

BEGINNING EDUCATOR INTERNSHIP PROGRAM

The Summers County Board of Education recognizes the need for beginning teachers to have a program that will provide a continuum of growth from preservice to the professional teaching level. The Board believes that every beginning educator should be provided the opportunity to observe, learn, and use the skills that demonstrate excellence in teaching in Summers County.

DEFINITIONS

Intern: Any teacher who is awarded a Professional Teaching Certificate after January 1, 1992, and has not completed an internship program, except an experienced teacher from out-of-state.

Mentor: An experienced educator who advises, assists, and coaches one intern and who teaches the same or similar subjects and grade level as the intern preferably within the same school.

SELECTION AND ROLE OF MENTORS

Selection of Mentors - mentors shall be recommended by the faculty senate and hired by the board. A teacher selected for a mentor role should:

1. Have a least five years experience with at least three years in the county.
2. Model a variety of teaching strategies.
3. Be willing, available and committed to the transition of the intern from preservice to professional teacher.
4. Demonstrate effective professional behaviors such as being supportive, enthusiastic, caring and confidential.
5. Be a good listener and skilled communicator
6. Show evidence of ability to collaborate and lead within a learning community.
7. Have completed a county approved mentorship training program or be willing to participate in the training.

Mentors Role - mentors shall focus on following activities:

1. Emphasize job-related activities and performance.
2. Identify a wide array of human, material, and fiscal resources for the intern.

3. Assist the intern with identifying and planning long-term goals and objectives.
4. Assist with self-evaluation of the intern's daily activities to achieve the objective.
5. Provide the intern with an orientation to the school system and community.

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 community professional staff development council, and 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.

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 the beginning teacher.

Requirement 4: When possible, the mentor shall observe the beginning teacher's classroom teaching skills for at least one hour during the semester.

Requirement 5: Weekly meetings between the mentor and the beginning teacher shall occur at which the mentor and beginning teacher discuss the performance of the beginning teacher and any needed improvements.

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 judgment 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, a stipend of at least three hundred dollars for the mentor teacher for duties as a mentor teacher.