

C. PERSONNEL

BEGINNING TEACHER POLICY

The Raleigh County Board of Education acknowledges that beginning teachers often experience difficulty and frustration in attempting to carry out their dual roles of teaching and learning to teach. The Board is also aware of the research which indicates that new teachers need understanding and support of these dual roles. New teachers need to be understood by those who can influence and support their emerging careers. Central office staff, principals, and other colleagues need to become involved with beginning teachers and listen to their unique and varied concerns, beliefs, and expectations about teaching. A mentorship program is one way to provide this needed assistance.

It is the philosophy of Raleigh County that the main focus of the mentor-protégé relationship should be experimental learning. Mentors should be seasoned, experienced teachers who can act as teachers, guides, counselors, role models, and friends to new teachers. This relationship would be beneficial to the new teacher, the mentor, and the school organization. The new teacher would receive knowledge, skills, support, and inspiration, while the mentor would derive satisfaction, professional fulfillment, loyalty, and prestige. As a result of the mentoring relationship, the school organization would achieve increased productivity, more effective instruction, and reduced turnover, because the mentorship will have provided a systematic induction into the organization.

Therefore, in accordance with State Board Policy 5900, the Raleigh County Board of Education has established the following guidelines for a beginning teacher program:

- (1) Establish at each school that has a beginning teacher, a professional support team which shall be comprised of the school principal, a member of the county professional staff development council, when possible, and an experienced teacher classroom teacher at the school who teaches the same or similar subject and grade level as the beginning teacher, when possible, and who shall serve as a mentor for the beginning teacher.

Monthly meetings of the professional support team shall occur to discuss the performance of the beginning teacher.

- (2) Conduct an orientation program for the beginning teacher prior to the beginning of the instructional term but within the employment term, supervised by the mentor teacher.
- (3) When possible, schools shall schedule joint planning periods for the mentor and the beginning teacher.
- (4) When possible, the mentor shall observe the beginning teacher's classroom teaching skills for at least one hour per week during the first half of the school year. 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.

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- (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 teacher shall be released from regular duties, as agreed to by the principal and the mentor teacher, and a yearly stipend of at least \$600.00 (six hundred dollars) shall be paid to the mentor teacher for duties as a mentor teacher.

In carrying out the provisions of this policy beginning teacher shall be defined as every person to whom a professional teaching certificate is awarded after the first day of January, 1992, except such persons who were awarded a professional teaching certificate on the basis of at least five (5) years teaching experience in another state.

SOURCE: WVDE Policy 5900
WV Code 18A-3-2b

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