

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT File: 7-1 Orientation for New Personnel</p>	<p>Last Reviewed: 6-28-10 Next Review: 7-01-12</p>
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The Preston County Board of Education recognizes that appropriate and meaningful orientation for new personnel is essential to a successful employment experience. Therefore, all new personnel shall receive both a formal and informal orientation program that shall be ongoing during their first year of employment.

R 7-1-1 Professional and Service Personnel

Orientation programs are to be conducted for all new personnel. The county office staff will be responsible for group orientation of all new personnel at the beginning of each school term. For employees who begin work during the school year, individual orientation sessions will be held. All new employees will be encouraged to ask questions and seek advice from their supervisors and other experienced employees.

Prior to the beginning of the school year all new employees shall receive the following orientation:

- ❖ Introduction to county central office personnel;
- ❖ Instruction on the completion of records and forms;
- ❖ Introduction to school staff, information concerning facilities and assigned equipment; and
- ❖ Employee handbook, and other relevant forms and documents.

The school principal or the employee’s immediate supervisor shall be responsible for additional orientation during the first week of school. This may include:

- ❖ Suggestions for the first week of school;
- ❖ Instructions for school materials and equipment ordering procedures;
- ❖ Introduction to school operating schedule and procedures; and
- ❖ Assignment of experienced teacher or service employee to provide assistance.

It is recognized that orientation is an on-going process. Additional meetings, conferences, or information shall be provided throughout the school year.

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R 7-1-2 Beginning Teacher Internship Program

The Preston County Board of Education acknowledges that beginning teachers often experience difficulty and frustration in making the transition from education students to the professional teaching level. The Board realizes that new teachers need the understanding, support, and influence of those most

closely associated with the new teacher. Central Office Staff, principals, and other colleagues need to become involved in the transition process to help insure the continued growth of the new teacher. One process to provide this needed assistance is a mentorship program.

The mentor should be a seasoned educator showing evidence of pedagogical competence, interpersonal skills, support of the system, and support of the school. The relationship between mentor and new teacher should be one of experiencing and learning. The experience should enable the new teacher to gain knowledge, skills, support, and inspiration leading to increased productivity, more effective instruction, and reduced turnover.

Therefore, in accordance with *SBP 5900 - Beginning Educator Internship Program* the Preston County Board of Education has established the following guidelines for a beginning teacher's program:

- ❖ A professional support team shall be established at each school that has a beginning teacher. This team shall be comprised of the school principal, a member of the county professional staff development council, when possible, and an experienced 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;
- ❖ The county staff shall conduct an orientation program for the new teacher prior to the beginning of the instructional term, but within the employment term, supervised by the mentor teacher;
- ❖ When possible, schools shall schedule joint planning times for the new teacher and mentor;
- ❖ When possible, the mentor shall observe the new 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;
- ❖ Weekly meetings between the mentor and the new teacher shall occur at which the mentor and the new teacher discuss the performance of the beginning teacher and any needed improvements. These meetings may be reduced to biweekly meetings during the second half of the school year at the discretion of the mentor;
- ❖ Monthly meetings of the professional support team shall occur to discuss any concerns of the beginning teacher;
- ❖ Professional development programs for both the mentor and the beginning teacher will be provided by the Center for Professional development during the first half of the school year.
- ❖ The mentor shall be released from regular duties, as agreed to by the principal and the mentor in order to implement the mentor-teacher relationship and the mentor shall receive a stipend of \$600 for performance of these duties;
- ❖ Using a form developed by the State Board of Education, the principal shall complete a final evaluation of the performance of the beginning teacher. The final evaluation form shall be submitted to the County School Superintendent and shall include one of the following recommendations:
 - Full professional status: A recommendation of full professional status indicates that the beginning teacher has successfully completed the internship program and in the judgment of the principal has demonstrated competence as a professional educator;

- Continuing internship status: A recommendation of continuing internship status indicates that in the judgment 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; or
- Discontinue employment: A recommendation to discontinue employment indicates that in the judgment 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.

The provisions of these procedures do not operate to guarantee contract renewal or employment of any teacher by the Preston County Board of Education. These procedures apply to all persons to whom a professional teaching certificate is awarded after the first day of January 1992, except such person who was awarded a professional teaching certificate on the basis of at least five years of teaching experience in another state.

(WVC §18A-2-8a; §18A-3-2b and SBP 5900)

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R 7-1-3 Beginning Principal Internship

The purpose of this program is to assist persons hired for the first time as assistant principals, principals, or vocational administrators with the transition from their previous job assignment to their new role in the school system. These procedures create a mentorship program within the county using experienced school administrators to assist new school administrators during their first year in an attendance center administrative position.

- ❖ The internship shall be completed during their first year of employment in the county.
- ❖ The internship shall include an orientation program to be conducted prior to the beginning of the instructional term, but within the employment term; and at least three structured meetings per-semester with a mentor.
- ❖ The topics for the orientation, as developed by the mentor in conjunction with appropriate central office staff include, but are not limited to: information about the county, the Preston County Board of Education, district organizational structure, federal, state, and county policy information relevant to the beginning principal's job and personnel information.
- ❖ The topics for the academic year meetings, as developed by the mentor and the intern may include, but are not limited to: evaluation of personnel, budgeting, scheduling, instructional leadership, discipline, public relations, and conferencing skills.
- ❖ The Superintendent shall identify potential beginning principal mentors.
- ❖ Mentors must meet the following minimal qualifications: hold a professional administrative certificate, have a minimum of five years of experience as an assistant principal, principal, and/or vocational administrator, and is not responsible for, or a participant in any evaluation or supervision of the beginning principal intern, and has completed an approved State Department of Education training program.

- ❖ Mentors shall receive a stipend of \$600 and s/he shall be granted sufficient release time from regular duties to perform mentor duties.
(WVC §18A-3-2d and SPB 5899)

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R 7-1-4 Training through the Principals' Academy

Beginning on July 1, 2002, every principal shall complete training and professional development through the principals' academy as provided in WVC §18A-3-2c. Participation shall be in accordance with the following guidelines:

- ❖ Persons assigned as principals for the first time in a West Virginia school shall complete specialized training and professional development for newly appointed principals through an academy within 12 months following assignment.
- ❖ Principals of schools that have been designated as seriously impaired shall complete specialized training and professional development through an academy specifically designed to assist them to improve school performance as soon as practicable following receipt of the designation.
- ❖ Principals who are subject to an improvement plan shall complete specialized training and professional development through an academy specifically designed for principals subject to an improvement plan. The specialized training and professional development shall be completed within twelve months from the date that the principal is first subject to the improvement plan.
- ❖ All principals who transfer to a school with a significantly different grade configuration shall complete specialized training and professional development through an academy for principals in schools with the grade configuration to which they are transferred within 12 months following the transfer.
- ❖ All school principals shall complete training and professional development through the academy designed to build the qualities, proficiencies and skills required of all principals as determined by the state board.

The requirement that principals complete training and professional development through the academy shall be subject to the availability of funds for the principals' academy from legislative appropriation or from other sources. However, effective July 1, 2002 and thereafter, the principals' academy shall make every effort to ensure that all principals shall receive training and professional development through the academy at least once every six years.

Principals cannot be required to complete Principal Academy training and professional development before September 15 and after June 1 of the school year.

A professional educator may not be required to attend the principals' academy or any other program offered through the Center for Professional Development outside his/her employment term. A professional employee may attend the academy or other program outside his/her employment term by mutual agreement between the Center, the educator, and the Board. (WVC §18A-3-2c and §18A-3A-6)

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Adopted: August 23, 1999
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