



State Policy Review: New Educator Induction West Virginia

New Teacher Center's **2016 Review of State Policies on New Educator Induction** provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

The state requires all first-year teachers to receive induction support. [West Virginia Code (WVC) 18A-3C-3] Since 1992, the state of West Virginia has required all first-year teachers to successfully complete an internship program.

A 2012 law led to the creation of a comprehensive infrastructure that routinely supports a continuous process for improving teaching and learning. The general components of this infrastructure must include "universal support for emerging teachers including comprehensive new teacher induction and support for student teachers, teachers teaching in assignments for which they have less than a full professional credential and teacher candidates pursuing certification through an alternative route." The Legislature intended that "the comprehensive system of support...should be implemented in a way that, as compared with the beginning teacher internship system, much more effectively provides for the professional growth of teachers." Induction support may extend throughout the first three years of teaching (or beyond, should the evaluation system determine a need for additional support). [WVC 18A-3C-1]

In June 2012, the West Virginia State Board of Education (WVSBE) adopted implementation guidelines for the "System of Support for Improving Professional Practice" (WVSIPP). The guidelines require each county school system "to establish a comprehensive system of support for teacher induction and professional growth."

The state requires first-year principals to receive induction support. Since 1995, the state has required all beginning school administrators to successfully complete an internship program. Each school system must include in its WVSIPP plan specific details as beginning principal induction and support. The program must include: (1) An orientation program to be conducted prior to the beginning of the instructional term; (2) The scheduling of no less than three regular meetings per semester during the school year between the mentor and beginning principal; (3) The provision of necessary release time from regular duties for the mentor and the beginning principal and a state stipend of at least \$600 for the mentor; and (4) Documentation of the beginning principal internship recorded on the evaluation form currently developed by the local county school district. [WVC 18A-3-2d]

2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

As of July 1, 2013, school systems that utilize master teachers, mentors, or academic coaches are required to address selection and assignment of such personnel in their teacher induction program plans. The plans must address, "the manner in which the county will select each of these individual employees based on demonstrated superior performance and competence." [WVC 18A-3C-3]

Local induction program plans must address how the school system will coordinate support for mentors and coaches. Placement priority must be given to master teachers, mentors, and academic coaches employed at the school at which such roles will be performed. [WVC 18A-3C-3] The state requires teacher mentors to receive training through the West Virginia Center for Professional Development. It does not require on-going mentor professional development. An Advanced Credential is available to educators who complete two-day or four-day mentor professional development and apply to the West Virginia Department of Education (WVDE) to have the credential added to their teaching license.

3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

As of July 1, 2013, teacher induction program plans are required to address the manner in which the school system will adjust its scheduling, use of substitutes, collaborative planning time, or other measures as necessary to provide sufficient time for professional personnel to accomplish the goals of the program. [WVC 18A-3C-3]

4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers' classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

As of July 1, 2013, teacher induction program plans are required to address the following: (1) the manner in which school-based support and supervision will assist beginning teachers in developing instructional and management, procedural and policy expertise to effectively perform at the "accomplished level;" (2) the manner in which the county and teacher preparation programs will cooperate to provide school-based support and assistance to ensure that student teaching is productive; (3) the manner in which the county will utilize data to inform decisions regarding professional development opportunities that effectively target areas in need of improvement; (4) the manner in which the county utilizes data to determine priorities; (5) the county's use of master teachers, mentors, or academic coaches to support and supervise other teachers for the purpose of improving professional practice; (6) the manner in which local resources will be utilized; (7) the manner in which the county will adjust to provide sufficient time for professional personnel to accomplish the goals of the program; and (8) the manner in which the program will be monitored and evaluated. [WVC 18A-3C-3] [WVSIPP Guidelines]

WVSIPP plans are required of all school systems and must be approved annually by the WVSBE. The plans, guided by West Virginia Professional Teaching Standards, include the beginning teacher's selection of an area of growth and periodic, formative assessment of progress in improving content knowledge and professional, pedagogical skills. The plans document the school system's data-driven commitment to professional development and continuous support for beginning educators and student teachers. Observation and feedback are organic to the process.

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state has not adopted formal standards for educator induction programs.

The WVSBE's "Comprehensive System of Support Guidelines" informs "the design and implementation of a comprehensive system of support for improving professional practice in each county school system." [WVSIPP Guidelines]

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The Legislature allocates funding annually to support educator internship and induction programs. A 2012 state law provided flexibility for local school systems to combine their annual Beginning Mentor Teacher/Principal Program grant award with other funding sources to support its overall WVSIPP system that serves both beginning and veteran educators.

For the 2015-2016 school year, the Legislature appropriated \$592,034 for Teacher Mentoring and \$69,250 for Principal Mentoring. The WVDE utilizes a formula to distribute these funds to districts.

As of July 1, 2013, a school system is not eligible to receive state funding appropriated for beginning teacher internships and mentor teachers unless it has adopted a plan for implementation of a comprehensive system of support for improving professional practice. [WVC 18A-3C-1]

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

The state requires new teachers to participate in an internship or induction program in order to advance to a professional teaching license, unless they have at least five years of teaching experience from another state. Specifically, the internship or induction program is required for conversion of the initial license (valid for three years) to a professional certificate (valid for five years). All beginning teachers must be supported beginning in year one and continuing throughout the first three years (or beyond, should the evaluation system determine a need for additional support or development). [WVSBE Policy 5202] [WVC 18A-3C-3]

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

The Office of Education Performance Audits specifically looks at Teacher and Principal Internship program implementation within its audits of individual schools and districts. [State Board of Education Policy 2320 § 7.6.4] All school systems must prepare WVSIPP plans that must be approved annually by the WVSBE. As of July 1, 2013, these plans are required to address the manner in which the effectiveness of the program will be monitored and evaluated. [WVC 18A-3C-3] [WVSIPP Guidelines]



9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

State policy does not address teaching and learning conditions.

The WVDE is able to provide a research-based School Culture Survey for its schools. This instrument assesses the culture of a school. With the data from this survey, school leaders can begin to understand the present status of their school's culture, particularly the collaborative nature of their culture.

Links

West Virginia Code [WVC], 18A-3C-3: <http://www.legis.state.wv.us/WVCODE/ChapterEntire.cfm?chap=18a&art=3C>

West Virginia State Board of Education Policies: <https://wvde.state.wv.us/policies/>

West Virginia State Board of Education—Comprehensive System of Support for Improving Professional Practice Implementation Guidelines: <https://wvde.state.wv.us/coachingforlearning/documents/Comprehensive%20System%20of%20Support%20for%20Improving%20Professional%20Practice.pdf>

West Virginia Center for Professional Development—Mentor Program: <http://www.wvcpd.org/cmsprgm.aspx?name=BTM&ProgramID=5>

West Virginia Department of Education—WVSIPP Plan Update: <http://wvde.state.wv.us/schoolimprovement/WVSIPP.html>

West Virginia Department of Education—School Culture Survey: <https://wvde.state.wv.us/schoolimprovement/school-culture-survey.html>

The West Virginia Department of Education has reviewed this state summary.

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