

New Teacher Orientation West Virginia

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As you began the development process of your new teacher (or program director) orientation, how did you involve the field?	Years ago, seasoned instructors acting as peer trainers were asked to identify the most important information that needed to be covered. As new initiatives/paperwork requirements were added, different topics were added or removed.
What did you use to guide the development of the orientation (e.g., models from other states, practitioner standards, etc.)?	Years ago, in preparing our Instructor Handbook, we examined other states' handbooks (KY, PA, etc.). A team of peer trainers were contracted to develop an agenda/framework. This was later used to develop an official checklist.
What are the components and requirements for your orientation process? Is it mandatory or voluntary?	Our pre-service orientation is mandatory. See attached pre-service training requirements, pre-service training checklist, and job shadowing/class visit.
How are you (or will you be) measuring and tracking the impact of the orientation process?	Following completion of the training process, new instructors are sent an evaluation (see attached)
What recommendations would you give to a state interested in pursuing a similar orientation process?	It is a big commitment. I would not invest in training unless you know for sure that someone is hired and will take the job.
How could they use what you've developed to adapt to their own state? What kinds of costs would be involved?	The major costs are the production and distribution of the handbook and costs of the trainers' stipends and travel. Local programs pay travel for participants to do job shadowing. Some programs pay for the training hours/others do not.

WV Adult Basic Education Pre-Service Training

Professional development activities start even before a new practitioner begins working with students. The WVABE pre-service program is designed for practitioners who have not previously worked in the WVABE program; those who are returning after an absence of three or more years; or those who are adding a specialty. Experienced WVABE personnel called Peer Trainers deliver the pre-service program. Eight to fourteen hours of pre-service training must be completed *prior* to working with students.

Pre-service training includes topics such as:

- Overview of state and local WVABE and literacy programs
- Student enrollment, attendance and reporting
- Adult learner needs
- Student intake and goal setting
- Student assessment and placement
- Planning for instruction
- Program marketing
- Student recruitment and retention
- GED testing process
- Standards and Accountability
- Professional Development
- Assessment Procedures
- Community Resources
- Distance Education
- Serving Special Populations

Pre-service training is customized for instructors in the following areas:

General ABE Instruction:

- Returning WVABE Instructors (out of the program for 3 years or more)
- Institutional Education Instructors
- Family Literacy/Even Start Instructors
- ABE in Community College Instructors
- Long-term and Occasional Substitutes
- Instructional Aides

Other Specialized Instruction:

- English as a Second Language (ESL) Instructors
- SPOKES Instructors
- Job Coaches/Career Development Consultants
- Hit the Ground Running (HTGR) Only Instructors
- Distance Education/Cyber-Teachers
- Computer Literacy

The program area in which the instructor will be teaching determines the length of the pre-service training and the topics covered. The following chart indicates the training requirements for each program area. Use the *Professional Development Record* that corresponds to your program area (found in the [Section 11 Appendix](#)) to keep track of what you need to take/have already completed.

Pre-Service Training Requirements

New Personnel

Training	Hours/Training
Introduction to General ABE for all Classroom Instructors, Instructional Aides, and Substitutes	6 hour pre-service with peer trainer 3 hour observation and job shadowing
General ABE Home-Study for all new Classroom Instructors and Instructional Aides *Substitutes hired on a regular basis for an extended period of time must also complete the home-study.	1 hour advance home-study assignment 1 hour follow-up home-study assignment
Specialized Additional Training for: <ul style="list-style-type: none"> • English as a Second Language (ESL) • Institutional Education • Family Literacy/Even Start • ABE in the Community College • Computer Literacy 	1-3 hour additional pre-service with peer trainer experienced in the specialized area
Specialized Additional Training for: <ul style="list-style-type: none"> • SPOKES 	3-6 hour additional training with peer trainer in the specialized area 3-6 hour observation and job shadowing
Specialized Additional Training for: <ul style="list-style-type: none"> • Job Coaches/Career Development Consultants 	6-9 hour additional training with peer trainer in the specialized area
Specialized Additional Training for: <ul style="list-style-type: none"> • Distance Education Cyber-teachers 	6 hour additional training with distance education peer trainer

Returning ABE Instructors

Training	Hours/Training
Refresher ABE for trained Instructors who have not taught for 3 years or more	3 hour pre-service with peer trainer (selected topics for individual needs)

Hit the Ground Running (HTGR) Only Instructors

Training	Hours/Training
Hit the Ground Running (HTGR) Only	3 hour training with peer trainer 6-9 hour observation/job shadowing

Occasional Substitutes

(Long-term Substitutes must complete Introduction to General ABE)

Training	Hours/Training
Home Study for Occasional Substitutes	3 hour observation and job shadowing 1 hour home-study