

MENTORING AND INDUCTION FOR NOVICE TEACHERS



Duval County Public Schools

Jacksonville, Florida
2012 – 2013

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**TEACHER INDUCTION PROGRAM
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**Manual and Observation Forms (available online at
<http://www.duvalschools.org/newteachers>)**

Mentoring and Induction for Novice Teachers

STATEMENT OF PURPOSE

Teacher quality is recognized as one of the most important factors in promoting student achievement (Sanders & Rivers, 1996; Darling-Hammond & Youngs, 2002). The purpose of the DCPS **Mentoring and Induction for Novice Teacher (MINT)** program is to increase student learning by providing supervised support services for teachers during their first years of teaching, to assist in the continuance of their professional development, and to meet the requirements of Florida Statute 1012.56 (6)(f) and (8)(b). The MINT program is aligned with the Florida Educator Accomplished Practices and the Code of Ethics of the Education Profession in Florida (Florida State Board of Education Rule 6B-1.001).

GUIDING PRINCIPLES

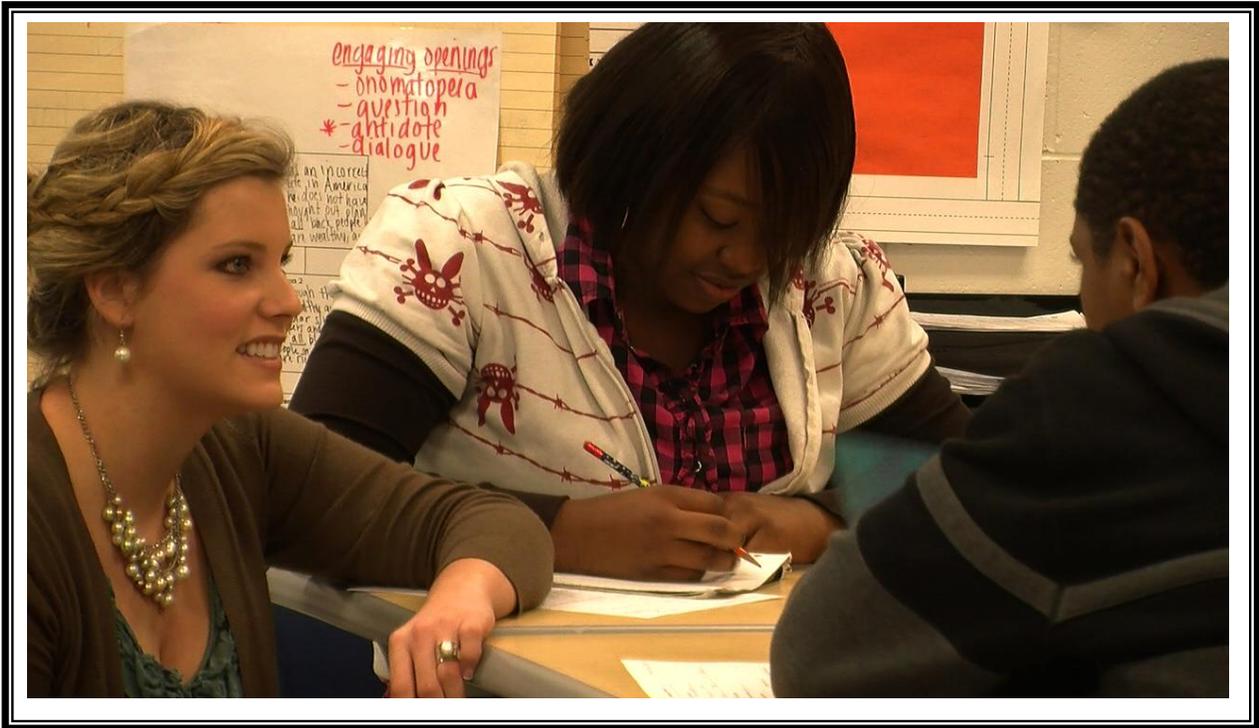
- ▶ Rigorous professional standards and a focus on student achievement guide the teaching practice of **effective** teachers.
- ▶ Becoming an **effective** teacher is a developmental process.
- ▶ **Effective** support and assistance is tailored to meet the individual needs of the developing teacher.
- ▶ Sustained, consistent, mentor support is critical to the development of **effective** teachers.
- ▶ Principal support is critical to the development of **effective** teachers.
- ▶ **Effective** induction support enhances teaching practice and teacher retention.



DCPS MINT PROGRAM

Comprehensive induction programs enhance retention, teacher quality and ultimately student achievement. Effective induction support assists new teachers with their integration into the culture of the school, community, and district. All teachers new to Duval County Public Schools and/or the teaching profession will participate in the district's Mentoring and Induction for Novice Teachers (MINT) program. Participants include the following teachers:

- New teachers who are teacher preparation program graduates or non-education majors who are new to teaching
- Experienced teachers who are new to the district
- Experienced teachers returning to the district after an absence of three or more years



Program Overview

The MINT program provides support for a wide range of needs of teachers who are new to the district. The program ensures that participants have mentor support, coaching, and professional development guidance. The program also assists novice teachers with meeting Florida Professional Educator certification mandates. All teachers are expected to demonstrate competency in each of the Florida Educator Accomplished Practices, which represent Florida's core standards for educators.

The Educator Accomplished Practices Purpose and Foundational Principles

Purpose The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems.

Foundational Principles The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

The Educator Accomplished Practices

Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction

1) Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- a) aligns instruction with state-adopted standards at the appropriate level of rigor;
- b) sequences lessons and concepts to ensure coherence and required prior knowledge;
- c) designs instruction for students to achieve mastery;
- d) selects appropriate formative assessments to monitor learning;
- e) uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons; and
- f) develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2) The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a) organizes, allocates, and manages the resources of time, space, and attention;
- b) manages individual and class behaviors through a well-planned management system;
- c) conveys high expectations to all students;
- d) respects students' cultural, linguistic and family background;
- e) models clear, acceptable oral and written communication skills;
- f) maintains a climate of openness, inquiry, fairness and support;
- g) integrates current information and communication technologies;
- h) adapts the learning environment to accommodate the differing needs and diversity of students; and
- i) utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals.

3) Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a) deliver engaging and challenging lessons;
- b) deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c) identify gaps in students' subject matter knowledge;
- d) modify instruction to respond to preconceptions or misconceptions;
- e) relate and integrate the subject matter with other disciplines and life experiences;
- f) employ higher-order questioning techniques;
- g) apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h) differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i) support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j) utilize student feedback to monitor instructional needs and to adjust instruction.

4) Assessment. The effective educator consistently:

- a) analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b) designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c) uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d) modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e) shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f) applies technology to organize and integrate assessment information.

5) Continuous Professional Improvement. The effective educator consistently:

- a) designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b) examines and uses data-informed research to improve instruction and student achievement;
- c) collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d) engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e) implements knowledge and skills learned in professional development in the teaching and learning process.

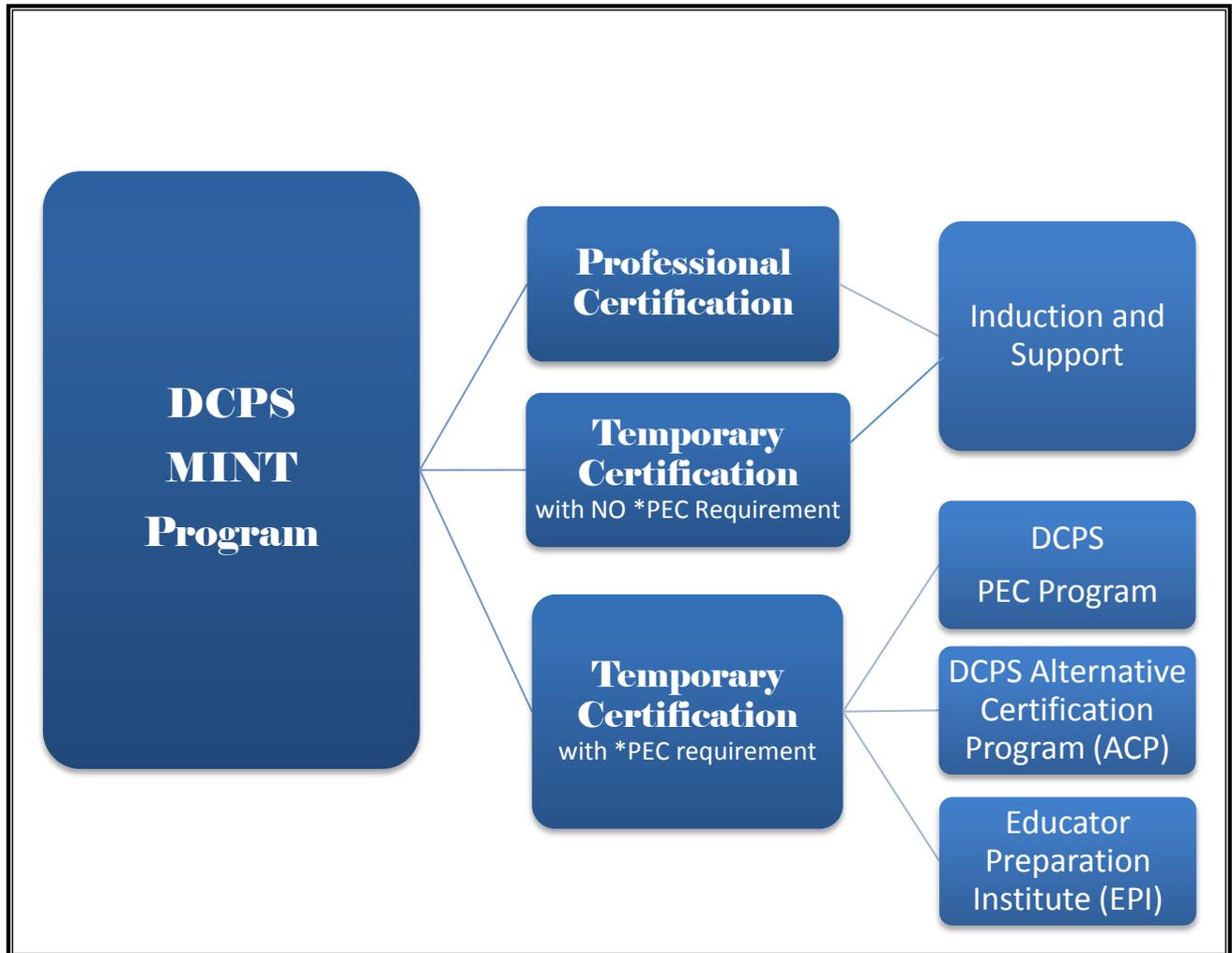
6) Professional Responsibility and Ethical Conduct.

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

MINT PROGRAM GUIDELINES

The first years of a teacher’s career are critically important regardless of degree major, preparation, or certification status. As a component of the MINT program, each newly hired DCPS teacher will have a school-based mentor and support team. The team will work collaboratively to develop an individual professional development plan that will provide the novice teacher with guidance regarding professional learning and instructional support strategies.

Program Requirements Novice teachers have multiple routes and programs from which to choose in order to achieve professional educator certification. Specific program requirements are dependent on the individual teacher’s certification requirements and support needs.



*Professional Education Competence (Demonstration of Florida Educator Accomplished Practices)

Florida Professional Certificate Individuals who have completed all Florida Educator Professional Certification requirements participate in the DCPS MINT program for their first year of teaching in the district. The program requirements are specified in each novice teacher's individual professional development plan (NT-IPDP) and include principal and mentor observation cycles, focus observations, self-reflection, and professional learning activities based on the Florida Educator Accomplished Practices (FEAPs).

Program Exemption Professionally certified teachers who have taught two of the last three years or three of the last five years may be eligible for exemption. Verification of satisfactory teaching experience must be documented through the DCPS Office of Human Resources. In addition, the principal must verify that the teacher demonstrates competency in the Florida Educator Accomplished Practices (FEAPs). Experienced teachers new to the district who meet exemption guidelines are required to complete a district Ethics class and CHAMPS training but will be exempted from remaining MINT support program requirements.

Florida Temporary Educator Certificate Novice teachers who hold temporary certification are provided a Statement of Status of Eligibility from the Florida Department of Education (FLDOE) that outlines each teacher's individual requirements for a Florida Professional Educator Certificate. For most teachers, the statement includes a requirement to complete a district-approved professional education competence (PEC) demonstration program. Successful completion of the district's PEC program will meet this requirement.

District PEC program participants receive induction support for a minimum of two years. The program requirements are specified in the novice teacher's individual professional development plan (NT-IPDP) during each year of participation and include principal and mentor observation cycles, focus observations, self-reflection, and professional learning activities selected to assist the teacher with developing competency. The principal will review the novice teacher's PEC program artifacts and evidence in addition to classroom observation data to determine whether the teacher has demonstrated competency in the required Florida Educator Accomplished Practices (FEAPs).

DCPS Alternative Certification Program (ACP) Teachers may meet the PEC mandate in addition to satisfying all education coursework requirements through the district's Alternative Certification Program. ACP participants continue to have support for a minimum of two years through the MINT program and school-based support team. The novice teacher individual professional development plan (NT IPDP) will reflect the requirements of the MINT and district ACP programs. Information about the DCPS ACP is located on the [New Teacher Website](#).

Educator Preparation Institute Program (EPI) Many colleges and universities offer alternative routes to certification. All Florida state-approved programs satisfy both the PEC and education coursework requirements. EPI participants continue to have support for a minimum of two years through the MINT program and school-based support team. The novice teacher individual professional development plan (NT IPDP) will reflect the requirements of the MINT and EPI program. Information about these programs is also located on the [New Teacher Website](#).

MINT PROGRAM COMPLETION REQUIREMENTS

As a newly hired DCPS teacher you will complete an information intake form (OTE119) and an Appeals Process Form. In addition, you will be asked to provide a copy of your Statement of Status of Eligibility (temporary certificate holders only) and teaching certificate. Newly hired teachers will work with their mentor teachers and school-based support team to complete the following MINT program requirements.

Novice Teachers who hold Professional Certification and teachers who hold Temporary Certification but have previously completed Florida PEC requirements:

- Complete Novice Teacher Self-Assessment.
- **Conduct two** observations of an effective teacher using the MINT Focus Observation Instrument (one each semester).
- Participate in the principal's Initial Screening observation cycle which will be conducted within the first 45 days of hire.
- Implement a novice teacher individual professional development plan (NT IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.
- Participate in **two** observation cycles by a member of the support team that include pre and post conferences (observations should occur during first and second semesters).
- Complete CHAMPS class and follow-up requirements.
- Complete DCPS Code of Ethics class.
- Attend school-based MINT meetings.
- Obtain the principal's verification of satisfactory demonstration of competency in the Florida Educator Accomplished Practices upon completion of the NT IPDP requirements.

Novice Teachers who hold Temporary Certification (PEC demonstration required)

- Complete Novice Teacher Self-Assessment.
- **Conduct four** observations of an effective teacher during year 1, **two** observations during year 2, and **one** observation during year 3 if required. Utilize the MINT Focus Observation Instrument. Observations should occur during each quarter/semester.
- Participate in the principal's Initial Screening observation cycle to be completed within first 45 days of hire.
- Implement a novice teacher individual professional development plan (NT IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.
- Participate in Mentor observation cycles: **four** during year 1, **two** during year 2, and **one** during year 3 if required. Observations should occur during each quarter/semester.
- Complete CHAMPS class and follow-up requirements.
- Complete DCPS Code of Ethics class.
- Attend school-based MINT meetings.
- Participate in the principal's final summative observation cycle (final program year).
- Obtain the principal's verification of satisfactory demonstration of competency in the specified Florida Educator Accomplished Practices during year 1, year 2, and year 3 (if required) of the temporary certification period to be documented through the NT IPDP.
- Upon documentation of acceptance into the DCPS Alternative Certification Program or a post-secondary Educator Preparation Institute, the NT-IPDP will be modified to allow the Educator Accomplished Practices to be demonstrated through the ACP or EPI programs. The novice teacher will continue to receive support through the DCPS Mentoring and Induction for Novice Teachers Program for a minimum of two years.
- *Teachers with less than a full three-year certification validity period will be provided an individualized plan for demonstrating the required professional education competencies.*
- *Continuation in the MINT Program is contingent upon contract renewal and principal discretion.*

A GRAPHIC OVERVIEW

Documents and Activities	Professional Certificate OR Temporary Certificate with NO PEC requirement	Temporary Certificate with PEC requirement (Includes ACP and EPI participants)		
		Year 1	Year 2	Year 3
OTE 119 Information intake form	✓	✓	-	-
Appeals Process	-	✓	-	-
Copy of Certificate	✓	✓	-	-
Copy of FLDOE Statement of Status of Eligibility (*temporary certificates only)	*	✓	-	-
Principal's Initial Screening Observation Cycle	✓	✓	-	-
Mentor Observation Cycles	2	4	2	1
Novice Teacher Focus Observations	2	4	2	1
NT IPDP	✓	✓	✓	✓
CHAMPS Class and required follow-up activities	✓	✓	-	-
DCPS Code of Ethics Class	✓	✓	-	-
Principal's Final Summative Observation Cycle	-	-	✓	✓
Accomplished Practices Documentation	✓	✓	✓	✓
Demonstration of Professional Education Competency Program certification requirements	-	✓	✓	✓

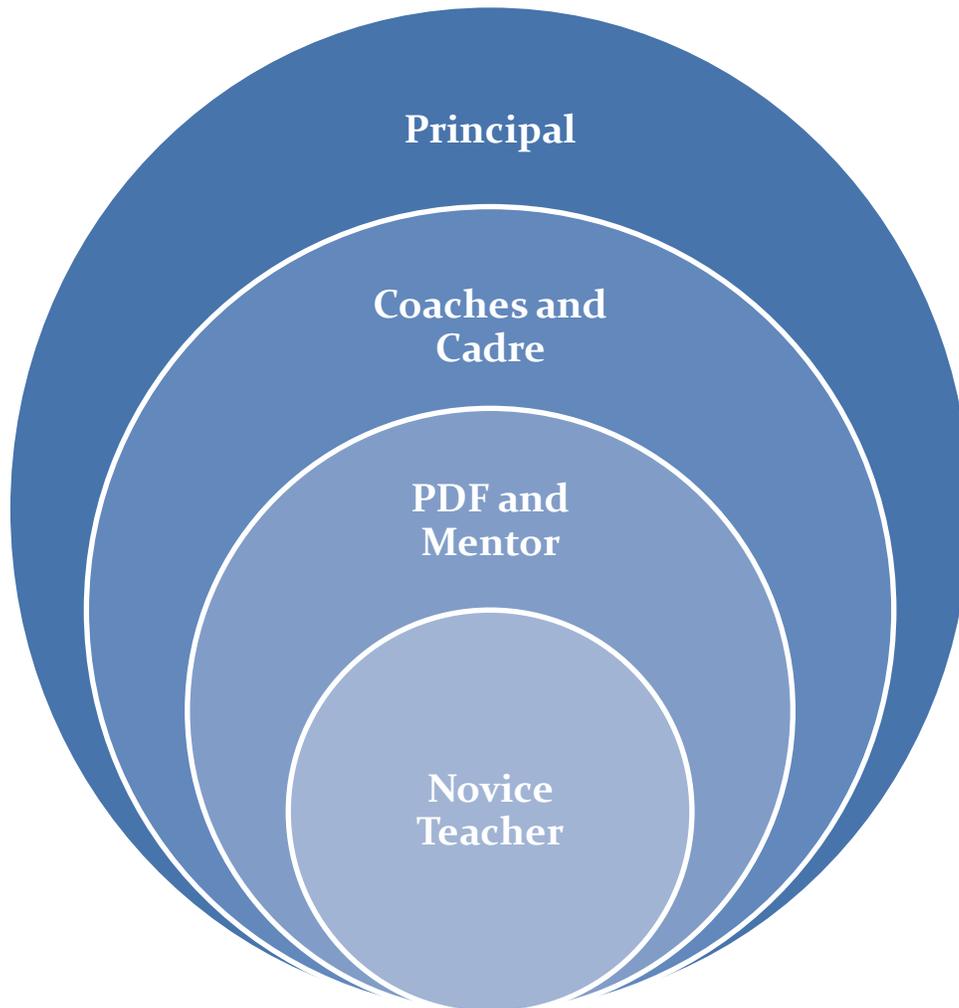
REMINDERS

1. All coursework, testing and certification questions are addressed by the DCPS Certification Office (390-2376).
2. It is the responsibility of the support team to ensure timely scheduling of observations each quarter or semester.
3. Principals may require more than the minimum number of observations and Accomplished Practices documentation for completion of the MINT program.
4. Successful completion of NT IPDP activities and strategies alone does NOT indicate mastery of Accomplished Practices/PECs.
5. Upon documentation of acceptance into the DCPS Alternative Certification Program or a post-secondary Educator Preparation Institute, the NT-IPDP will be modified to indicate that the Accomplished Practices will be demonstrated through the ACP or EPI programs. **The novice teacher will continue support through the DCPS MINT Program and complete requirements listed above in the graphic overview.**

MINT SUPPORT TEAM

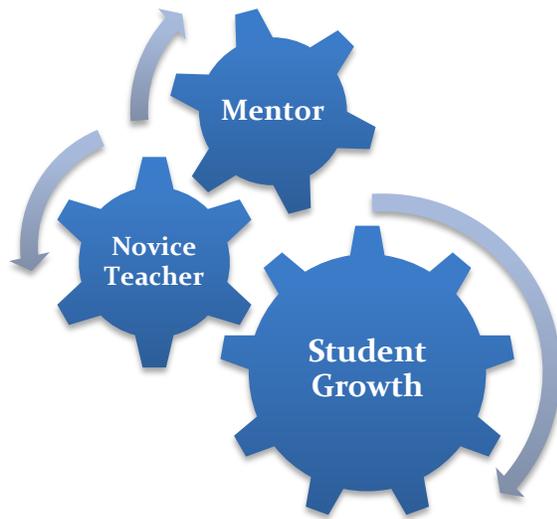
Research has provided evidence that novice teachers in supportive school environments who receive strong induction program and mentoring support have better retention rates and greater confidence in their teaching abilities (Stanford Research Institute, 2008).

The MINT program is a comprehensive induction program that provides support at both the district and school level. The school-based support team consists of the principal or designee, a mentor, the professional development facilitator (PDF), a district Cadre representative, and the novice teacher. Additional personnel may be added at the principal's discretion. The members of the support team provide assistance through activities such as observing and giving feedback, providing additional strategies and resources, providing assessment data, modeling, team teaching, and coaching the novice teacher as needed. *The observations conducted by the support team will become a part of the novice teacher's PEC program professional learning portfolio.*



DESCRIPTION OF THE MENTOR

The mentor is an experienced, highly competent classroom teacher who demonstrates effective interpersonal communication skills in his or her work with adults. The mentor coaches, supports, and inspires the novice teacher. Mentors provide an important lifeline for new teachers—they wear many hats including those of problem-solvers, advocates, and coaches. Effective mentors model best practices and skills common among accomplished educators, and in doing so, enable novice teachers to become confident in their new roles. The relationship between mentor and novice teacher demonstrates a continuous cycle of support and a commitment to the novice teacher’s professional growth and positive impact on student achievement.



SELECTION CRITERIA FOR MENTOR

- Minimum of three (3) years of successful teaching experience
- Professional Certificate
- Trained in Clinical Education (CET); additional mentor training preferred
- Highly skilled classroom teacher with high expectations for students
- Evidence of outstanding instructional practice
- Evidence of strong interpersonal skills
- Strong knowledge of content and methods that support high standards
- Willing to commit to personal professional growth and learning through participation in professional development activities
- Experience working with adult learners
- Teaches the same grade level/subject as the novice teacher (whenever possible)



SUPPORT TEAM RESPONSIBILITIES

The mentor will

- assist with a school-based orientation;
- conduct required mentor observation cycles (CET) to include a pre-conference and post-conference using required forms;
- meet with the novice teacher weekly during the first semester, then every two weeks for the remainder of the school year;
- collaboratively complete/update the Accomplished Practices Learning Log as needed;
- assist with development of the NT IPDP;
- conduct informal classroom visits and provide brief written comments; collaborate with support team to check in with the novice teacher every two weeks;
- communicate monthly with PDF;
- attend mentor professional development sessions;
- maintain a contact log of meetings with the novice teacher—documenting the topics and recommendations that are discussed (required for Master In-service points); and
- meet with novice teacher to plan goals for upcoming year.

The principal will

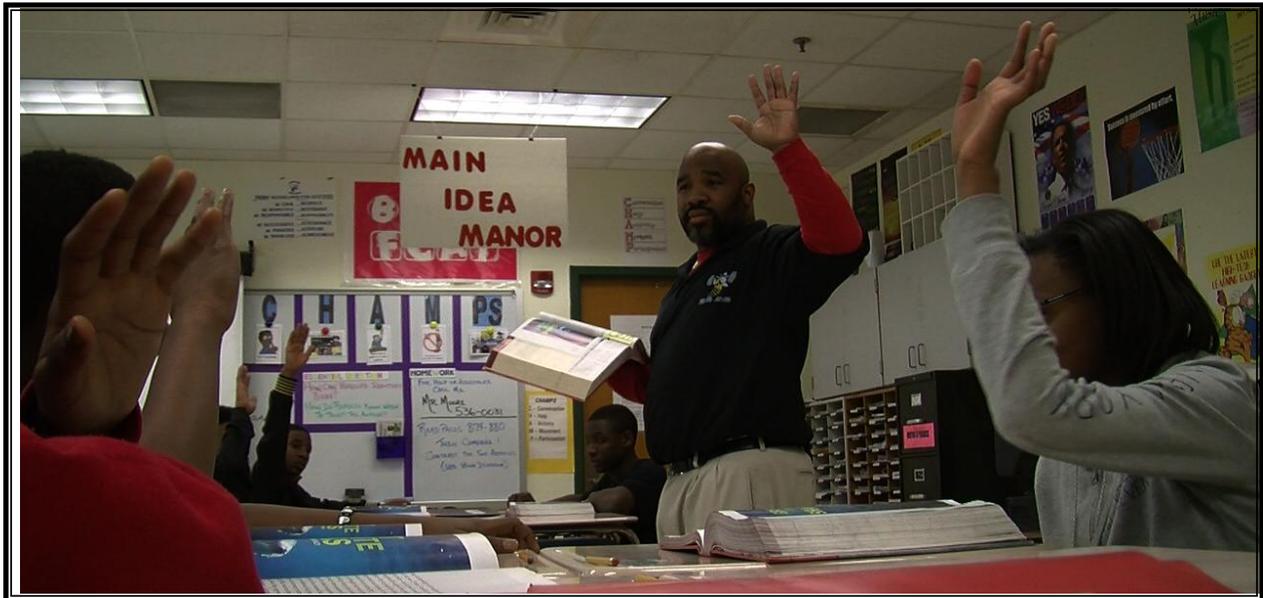
- select support team members within the first week of hire;
- serve (or choose a designee to serve) as a member of the support team;
- monitor support being provided to novice teachers—meeting twice during the first month of hire and quarterly throughout the year;
- complete the initial screening observation within 45 days from the date of hire to include a pre- and post-conference;
- monitor and/or modify the NT IPDP as required;
- complete two informal and two formal evaluation cycles of novice teachers; and
- verify the satisfactory demonstration of the Florida Educator Accomplished Practices and completion of the NT IPDP as required.

The Professional Development Facilitator will

- serve as a member of the support team;
- attend scheduled PDF meetings;
- work with principal to assign and communicate mentor matches within first week of hire;
- facilitate completion of Appeals Process notification with novice teachers;
- provide or facilitate school site orientation for novice teachers;
- notify mentors of required professional development;
- meet weekly with novice teachers during first month of school;
- facilitate monthly meetings with novice teachers after the first month of school;
- assist with development of the NT IPDP;
- communicate with Cadre every two weeks; and
- communicate monthly with mentors.

The novice teacher will

- attend the district New Teacher Training/Orientation;
- participate in a school-based orientation;
- participate in scheduling required observations;
- participate in debriefing support team member visits;
- meet with assigned mentor weekly during the first semester, then every two weeks;
- complete the Novice Teacher Self-Assessment;
- observe effective teachers as required;
- assist in the development of the novice teacher individual professional development plan (NT IPDP) in collaboration with the support team using data from observations (self and others) and self-assessment;
- attend Novice Teacher seminars and other trainings as required;
- provide MINT IPDP documentation/artifacts for review by principal; and
- maintain a contact log of support team meetings—document the topics and recommendations discussed.



DCPS MENTORING AND INDUCTION FOR NOVICE TEACHERS (MINT) PROGRAM TIMELINE

	Principal or Designated Administrator	Professional Development Facilitator (PDF)	School-based Novice Teacher Support Team	Novice Teacher
Month 1 & 2	Select support team members within first week of the beginning of school or hire date. Additional support will be identified as needed.	Assign and communicate mentor matches within first week of the beginning of school or hire date.	Support teams include an administrator, PDF, and CET-trained mentor. Additional support may include coaches, content peers, and Cadre.	Attend district New Teacher Training and Orientation. Participate in school-based orientation.
	Monitor support provided to novice teachers through meetings twice during the first month of hire and quarterly throughout the year.	Notify mentors of professional development sessions.	Support team will agree upon responsibilities. Support may be provided face-to-face and electronically. Cadre and PDF will assist with scheduling.	Meet with mentor each week for reflective collaboration. Complete or update Accomplished Practices Learning Log. Schedule mentor observations as required.
		Facilitate completion of Appeals Process notification with novice teachers.	Assist with school-based orientation.	Debrief feedback from support team member visits.
		Provide or facilitate school site orientation for novice teachers.	Attend mentor professional development sessions. Assist with development of NT IPDP.	Observe an effective teacher (identified by support team) within the first 4-6 weeks from date of hire and each quarter thereafter (<i>each semester for professionally certified teachers</i>). Use focus observation tool and debrief.
		Meet weekly with novice teachers during first month of school and monthly thereafter (school-based or cluster-based).	Meet with novice teacher weekly. Collaboratively complete or update the Accomplished Practices Learning Log.	
		Assist novice teachers with development of NT IPDP.	Conduct informal classroom visits with brief written comments every two weeks.	Complete Novice Teacher Self-Assessment.
		Communicate every two weeks with Cadre.	Communicate monthly with PDF.	Develop NT IPDP in collaboration with support team using information from observations (self and others) and self-assessment. Attend monthly Novice Teacher seminars (school-based).
Month 3 & 4	Complete Initial Screening within 45 days from date of hire. Conduct pre-conference and post-conference. Monitor and modify NT IPDP as required.	Meet monthly with novice teachers (school-based or cluster-based).	Meet with novice teacher weekly. Collaboratively complete/update the Accomplished Practices Learning Log.	Meet with mentor each week for reflective collaboration. Complete or update Accomplished Practices Learning Log. Schedule mentor observations as required.
	Meet quarterly with novice teachers to monitor support.	Monitor the support provided for the novice teachers.	Conduct quarterly mentor observation cycles, <i>each semester for professionally certified teachers</i> , (CET); post-conference conducted using Accomplished Practices Learning Log.	Attend monthly Novice Teacher seminars (school-based).
		Communicate monthly with mentors.	Conduct informal monthly classroom visits with brief written comments.	Complete Ethics Training: on-line or face-to-face.
	Communicate every two weeks with Cadre.	Communicate monthly with PDF.	Complete quarterly observation, <i>each semester for professionally certified teachers</i> , of effective teachers identified by your support team. Use focused observation instrument. Debrief with mentor.	

Month 5 & 6	Meet quarterly with novice teachers to monitor support.	Meet monthly with novice teachers (school-based or cluster-based).	Meet with novice teacher weekly. Collaboratively complete/update the Accomplished Practices Learning Log.	Meet with mentor every two weeks for reflective collaboration. Complete or update Accomplished Practices Learning Log. Schedule mentor observations as required.
		Monitor the support provided for the novice teachers.	Conduct quarterly mentor observation cycles, <i>each semester for professionally certified teachers</i> , (CET); post-conference conducted using Accomplished Practices Learning Log.	Attend monthly Novice Teacher seminars (school-based).
		Communicate every two weeks with Cadre.	Conduct informal monthly classroom visits with brief written comments.	Complete quarterly observation, <i>each semester for professionally certified teachers</i> , of effective teachers identified by your support team. Use focused observation instrument. Debrief with mentor.
		Communicate monthly with mentors.	Communicate monthly with PDF.	
Month 7 & 8	Complete annual evaluations of novice teachers. Final Summative observation will be conducted during the 2 nd or 3 rd year for teachers holding temporary certificates who are required to demonstrate professional education competence.	Meet monthly with novice teachers (school-based or cluster-based).	Meet with novice teacher every two weeks. Collaboratively complete/update the Accomplished Practices Learning Log.	Meet with mentor every two weeks for reflective collaboration. Complete or update Accomplished Practices Learning Log. Schedule mentor observations as required.
		Monitor the support provided for the novice teachers.	Conduct quarterly mentor observation cycle, <i>each semester for professionally certified teachers</i> , (CET); post-conference conducted using Accomplished Practices Learning Log.	Complete quarterly observation, <i>each semester for professionally certified teachers</i> , of effective teachers identified by your support team. Use focused observation instrument. Debrief with mentor.
		Communicate monthly with mentors.	Conduct informal monthly classroom visits with brief written comments.	
		Communicate every two weeks with Cadre.	Communicate monthly with PDF.	
Month 9 & 10	Meet quarterly with novice teachers to monitor support.	Meet monthly with novice teachers (school-based or cluster-based).	Meet with novice teacher every two weeks. Collaboratively complete/update the Accomplished Practices Learning Log.	Meet with mentor every two weeks for reflective collaboration. Complete or update Accomplished Practices Learning Log. Schedule mentor observations as required.
		Monitor the support provided for the novice teachers.	Conduct quarterly mentor observation cycle, <i>each semester for professionally certified teachers</i> , (CET); post-conference conducted using Accomplished Practices Learning Log.	Complete quarterly observation, <i>each semester for professionally certified teachers</i> , of effective teachers identified by your support team. Use focused observation instrument and debrief.
	Verify completion of NT IPDP for novice teacher each year until all Accomplished Practices have been demonstrated.	Communicate monthly with mentors.	Conduct informal monthly classroom visits with brief written comments.	Provide NT IPDP documentation for review by principal.
		Communicate every two weeks with Cadre.	Meet with novice teacher to plan goals for upcoming year.	

*Refer to requirement chart on p.12 for the number of required *Mentor observations* and *Effective Teacher Observations* in year 2 and 3.

MINT PROGRAM OBSERVATION REQUIREMENTS

Principal Observations

Initial Screening and Final Exit Observations (CAST Observation Cycles)

- Must be completed by the principal or building administrator
- Must be completed within the first 45 days of hire (Initial Screening)
- Must be at least 30 minutes in length
- Must include the following:
 - a) Pre-observation Conference tool
 - b) Lesson Plan
 - c) Observation Instrument (Observation Rubric)
 - d) Post-observation Conference Tool

Mentor Observations

- Must be completed by the mentor or qualified support team member
- Must be completed using CET observation tools
- Must include the following:
 - e) Pre-observation Conference tool
 - f) Lesson Plan
 - g) Observation Instrument (CET observation tool)
 - h) Post-observation Conference Tool (Accomplished Practices Learning Log)

The following observations may be completed by mentors trained in CET:

- CET - Selected Verbatim
- CET - Verbal Flow
- CET - At-task
- CET - Classroom Traffic
- CET - Anecdotal

Novice Teacher Focus Observations

- Observe an effective teacher (identified in collaboration with support team) within the first 4-6 weeks from date of hire. Approved videotaped lessons are acceptable for the Focus Observation (limit 2).
- Observe an effective teacher each quarter thereafter (*each semester for professionally certified teachers*). Use the MINT Focus Observation instrument located on the New Teacher Website.

Instructions for Completion of Initial Screening and Final Exit Observation Requirements

1. A pre-observation conference will be scheduled with the appropriate administrator. Seek the assistance of the PDF if necessary.
2. The novice teacher will complete the CAST Pre-Observation Conference instrument *prior* to meeting.
3. During the pre-observation conference the novice teacher will share and discuss his/her lesson plan. Final decisions will be made concerning date and time of the scheduled observation.
4. The observing administrator will complete the required observation using the district's approved observation rubric (minimum of 30 minutes).
5. The administrator and novice teacher will schedule the post-observation conference. It is recommended that this post-observation conference occur within 3-5 days of the observation but not on the day of the observation itself.
6. During the post-observation conference the observing administrator will complete the CAST Post-Observation Conference instrument.
7. Copies of the CAST observation rubric will be turned in to the Professional Development Department MINT office within 10 days of the post-conference.

****All observation forms are located in the manual appendices and on the New Teacher Website.***

APPENDICES

Professional Learning Requirements Portfolio Checklist

Teacher OTE 119

Student Services OTE 119

Appeals Process

Florida Educator Accomplished Practices Self-Reflection Questionnaire

Focus Observation Instrument

Pre-Observation Conference Process Form (Principal and Mentor)

Principal's Initial Screening and Final Exit Post-Conference Form

Mentor Learning Log-Post-Conference Instrument

Crisis Intervention Interview

Contact Log

Videotape Guidelines

Video Release Statement

Education Labels/Acronyms

How to enroll through the Schultz Center website

Resource List

Observation Forms are available online at www.duvalschools.org/newteachers
Duval County Public Schools

MINT Program Professional Learning Requirements/Portfolio Checklist

Participant's Name: _____ Mentor's Name: _____

Indicate Certification Status: Professional Certificate: _____ Temporary Certificate: _____ no PECs required: _____ PECs required: _____

MINT Participants:

- Copy of Professional Certificate or Temporary Certificate with Statement of Eligibility (SOE)
- Novice Teacher Self-Assessment
- *Administrator's Initial Screening (First CAST observation cycle documentation)
- CHAMPS Class & Required Follow-up
- Classroom Management Plan
- Code of Ethics Class

Professional Certificate OR Temporary Certificate w/no Professional Education Competence (PEC) requirement:

- *NT IPDP for each year of MINT Participation
 - o Year 1
- Mentor Observation Cycles
 - o Year 1 (2) _____
- Novice Teacher Focus Observations
 - o Year 1 (2) _____

Temporary Certificate: Professional Education Competence (PEC) Required:

- * Appeals Process Form
- *NT IPDP for each year of MINT Participation
 - o Year 1
 - o Year 2
 - o Year 3 (if applicable)
- Mentor Observation Cycles
 - o Year 1 (4) _____
 - o Year 2 (2) _____
 - o Year 3 (1) _____ (if applicable)
- Novice Teacher Focus Observations
 - o Year 1 (4) _____
 - o Year 2 (2) _____
 - o Year 3 (1) _____ (if applicable)
- * Administrator's Exit Observation
(Final CAST observation cycle documentation for MINT Exit Year)

Florida Educator Accomplished Practices (APs):

- Support strategies for each selected AP will be identified on the NT-IPDP.
- Completion of support strategies for all six APs is mandatory when **demonstration of Professional Education Competence** is required on Statement of Eligibility (SOE).
- A minimum of two years is provided for program completion (temporary certificate w/PEC).

Professional Certificate: Identify APs based on area of need.

Temporary Certificate: Year 1 participants will focus on APs 1, 2, and 6.

(An AP may appear in one or more years as needed.)

1. Instructional Design and Lesson Planning

_____ _____ _____
Y1 Y2 Y3

2. The Learning Environment

_____ _____ _____
Y1 Y2 Y3

3. Instructional Delivery and Facilitation

_____ _____ _____
Y1 Y2 Y3

4. Assessment

_____ _____ _____
Y1 Y2 Y3

5. Continuous Professional Improvement

_____ _____ _____
Y1 Y2 Y3

6. Professional Responsibility and Ethical Conduct

_____ _____ _____
Y1 Y2 Y3

Certification Reminders (Temporary Certificate):

Certification questions: 390-2430

- Testing Complete
 - o General Knowledge Test
 - o Subject Area Exam
 - o Professional Education Test
- *Letter of Acceptance into DCPS Alternative Certification Program (ACP) or a College Educator Preparation Institute (EPI)

***Indicates that a copy of the completed form must be turned in to your District Cadre.**

Note: Portfolio documentation for Administrator and Mentor Observation Cycles will include: completed pre-observation conference form, lesson plan, rubric/data, and completed learning log or post-observation conference form.

**STUDENT SERVICES INDUCTION PROGRAM
(OTE 119)**

PARTICIPANT INFORMATION

Last Name	First Name	Middle Name	
Street Address	City	State	ZIP
Home/Cell Phone		Email	

DCPS WORK ASSIGNMENT INFORMATION

Department or School Assignment (<i>if multiple, list each</i>)	Date Employment Began (m/d/y)
Role/Responsibility	Supervisor's Name

CERTIFICATION STATUS

Professional Educator's Certificate
 Temporary Educator's Certificate
 FLDOE Educator's Certificate Application Initiated: (Date) _____

FL License (*list type and agency*) _____

EDUCATION BACKGROUND INFORMATION

Bachelor's Degree	Major	Institution	State	Graduation Date (m/y)
Advanced Degrees:	Institution	Program Major		Graduation Date (m/y)
<input type="checkbox"/> Master's	Institution	Program Major		Graduation Date (m/y)
<input type="checkbox"/> Specialist	Institution	Program Major		Graduation Date (m/y)
<input type="checkbox"/> Doctorate	Institution	Program Major		Graduation Date (m/y)

Internship Yes No
 Internship School _____ State _____ Role/Position _____ Internship Date (m/y) _____

PUBLIC OR PRIVATE SCHOOL EXPERIENCE

Please list beginning with the most recent. Use the back of this form if necessary.

Pre-K – 12 (exclude substitute teaching)

Employment Dates	Role (ex.: psychologist, social worker)	Agency/School Name	School District/State	Certificate or License Held

College /Post-secondary (full-time; exclude adjunct positions)

Subject	Employment Dates (e.g. 2007-2008)	Institution	State/Country

_____ Participant's Signature	_____ Date of Signature
----------------------------------	----------------------------

APPEALS PROCESS

EDUCATOR NAME:

The Principal or designee will conduct a conference with any teacher who will receive an unsatisfactory/non-completion statement. During this conference the appeals process will again be explained to the participant.

Any beginning teacher who does not successfully complete the Induction Program in Duval County may appeal in writing through the following progressive levels:

Level One: Principal

Level Two: Supervisor of the District Teacher Induction Program

Level One: After receiving written notification of non-completion, the beginning teacher will have ten (10) calendar days to submit a written request to his/her principal requesting reconsideration of the non-completion decision. The principal shall respond to the teacher in writing. If the principal upholds the initial decision, the beginning teacher may appeal to the next level.

Level Two: After receiving a written response from the principal, the beginning teacher will have ten (10) calendar days to submit a written request for a hearing to the Supervisor of the Teacher Induction Program. The Supervisor of the Teacher Induction Program will arrange a meeting of the Appeals Committee to hear the beginning teacher's appeal.

The Appeals Committee will consist of administrators, peer teachers, and successful beginning teachers. The number of people on the committee will be no less than three and will not exceed five. The Supervisor of the Teacher Induction Program will facilitate the Appeals Committee meeting. The beginning teacher must personally make a presentation to the Appeals Committee and shall speak only to how he/she has met the criteria for success in the Induction Program. The members of the committee will vote as to whether to uphold the principal's decision. The Supervisor of the Teacher Induction Program will notify in writing the decision of the committee to the beginning teacher within ten (10) days of the decision.

It shall be the burden of the beginning teacher to show that he/she has met the criteria for successful completion of the District Induction Program. F.S. 1012.56 (7) (b).

My signature indicates that I have read and understand the Duval County Appeals Process.

Participant's Signature

Date of Signature

Florida Educator Accomplished Practices Self-Assessment

Novice Teacher:

Date Completed:

Read the statements under each Accomplished Practice. Rate your level of competency for each indicator using the scoring rubric below.

Scoring Rubric:

- 1) I consider myself a beginner in this area and require training.
- 2) I am familiar with this area but need additional training and practice.
- 3) I believe that I am competent in this area but would welcome further training.
- 4) I believe that I am very competent in this area.

AP 1: Instructional Design and Lesson Planning	Score
I align instruction with state-adopted standards at the appropriate level of rigor.	
I sequence lessons and concepts to ensure coherence and required prior knowledge.	
I design instruction for students to achieve mastery.	
I select appropriate formative assessments to monitor learning.	
I use a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continually improve the effectiveness of my lessons.	
I develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.	

AP 2: The Learning Environment	Score
I organize, allocate, and manage the resources of time, space, and attention.	
I manage individual and class behaviors through a well-planned management system.	
I convey high expectations to all students.	
I respect students' cultural, linguistic, and family backgrounds.	
I model clear, acceptable oral and written communication skills.	
I maintain a climate of openness, inquiry, fairness, and support.	
I integrate current information and communication technologies.	
I adapt the learning environment to accommodate the differing needs and diversity of students.	
I utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	

AP 3: Instructional Delivery and Facilitation	Score
I deliver engaging and challenging lessons.	
I deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of subject matter.	
I identify gaps in students' subject matter knowledge.	
I modify instruction to respond to preconceptions or misconceptions.	
I relate and integrate the subject matter with other disciplines and life experiences.	
I employ higher-order questioning techniques.	
I apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and teach for student understanding.	
I differentiate instruction based on an assessment of student learning needs and	

recognition of individual differences in students.	
I support, encourage, and provide immediate and specific feedback to students to promote student achievement.	
I utilize student feedback to monitor instructional needs and adjust instruction.	

AP 4: Assessment	Score
I analyze and apply data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process.	
I design and align formative and summative assessments that match learning objectives and lead to mastery.	
I use a variety of assessment tools to monitor student progress, achievement, and learning gains.	
I modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
I share the importance and outcomes of student assessment data with the students and the students' parent/caregiver(s).	
I apply technology to organize and integrate assessment information.	

AP 5: Continuous Professional Improvement	Score
I design purposeful, professional goals to strengthen the effectiveness of instruction based on students' needs.	
I examine and use data-informed research to improve instruction and student achievement.	
I collaborate with the home, school, and larger communities to foster communication and to support student learning and continuous improvement.	
I engage in targeted professional growth opportunities and reflective practices.	
I implement knowledge and skills learned in professional development in the teaching and learning process.	

AP 6: Professional Responsibility and Ethical Conduct	Score
Understanding that educators are held to a high moral standard in a community, I adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.006 F.A.C., and fulfill the expected obligations to students, the public, and the education profession.	

Mentoring and Induction for Novice Teachers Focus Observation Recording Instrument

MINT Teacher: _____

Observing effective teaching practice is a powerful professional learning opportunity. Your Mentor or PDF will assist you with identifying a priority area of focus. This observation instrument will be used to gather information, ideas, and perspectives from selected role models.

*Consider asking your mentor, cadre, or school coach to accompany you to the observation.

Determine your Area of Focus

Review the Suggested Areas of Focus list with a support team member to determine the focus of your observation. Consider current challenges or concerns (align with data from NT Self-Assessment, Mentor Observations, or Administrator Observations).

Identify specific behaviors and strategies you wish to observe: (The field will expand as you type)

Accomplished Practice Addressed: (Please check at least one)

1 Instructional Design/Lesson Planning	4 Assessment
2 The Learning Environment	5 Continuous Professional Improvement
3 Instructional Delivery and Facilitation	6 Professional Responsibilities/Ethics

Observation Information:

Teacher Observed: _____

Date of Observation: _____ Grade Level/Subject: _____

Observation Start Time: _____ Observation End Time: _____

Arrange your observation with the teacher at least one day prior to your visit.

Your visit should last a minimum of 20 minutes.

Debrief with the teacher or a support team member about the observation within 3 days.

Mentoring and Induction for Novice Teachers

Focus Observation Recording Instrument

Record your observations (The fields will expand as you type)
List the effective strategies you observed during the observation.

Identify the effective strategies that you would like to implement.

Record any questions that arose during your observation.

Debrief/plan with your mentor

Establish your plan for implementation/next steps.

Determine whether support is needed and from whom (mentor, peer, coach, cadre, etc).

Reflect on your plan

Think about your implementation of the strategies. Did you receive the desired results? What modification(s) may be necessary?

Suggested Areas for Focus Observation

<p style="text-align: center;">Rituals and Routines</p> <ul style="list-style-type: none"> • Specifies expectations for class behavior • Transitions between activities • Monitors and stops misconduct • Applies rules consistently and fairly • Reinforces appropriate behavior 	<p style="text-align: center;">Learning Environment</p> <ul style="list-style-type: none"> • Room arrangement conducive to learning <ul style="list-style-type: none"> ○ Standards posted ○ Workshop model poster ○ Word wall ○ Class library ○ Standards-based bulletin board • Visual aids enhance learning • Student-centered classroom
<p style="text-align: center;">Teacher Behavior</p> <ul style="list-style-type: none"> • Interacts equally with all students • Maintains momentum • Uses effective praise • Circulates and assists students • Encourages active student participation • Keeps students on task 	<p style="text-align: center;">Student Behavior</p> <ul style="list-style-type: none"> • Engages in on-task work • Demonstrates appropriate behaviors • Uses time effectively • Works collaboratively with other students
<p style="text-align: center;">Effective Instruction</p> <ul style="list-style-type: none"> • Begins with review/introduction • Communicates learning expectations • Stresses important points • Varies activities • Uses high/lower order questions • Uses appropriate wait time • Provides feedback, amplifies/clarifies • Provides opportunities for student application • Re-teaches • Closes instruction appropriately 	<p style="text-align: center;">Other</p>

**Circle One: Principal Initial Screening or Principal MINT Exit Observation
Mentor Formative Observation**

	Pre-Observation Conference Tool
Teacher Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Lesson Topic:

Provide brief answers (bullet points or narrative) to each question.

<p>1. What is/are your lesson objective(s)? (Components 1A, 1C)</p>
<p>2. How is/are the lesson objective(s) aligned with state curriculum standards? (Component 1A, 1C)</p>
<p>3. What things did you consider when planning this lesson (e.g., data, previous lessons, etc.)? (Component 1B, 1C, 1F)</p>
<p>4. How will you know if your lesson objective(s) was/were achieved? (Component 1F)</p>

Pre-observation Conference Tool (Cont.)

Instructional Strategies and Activities

5. What teaching strategies will you use to teach this lesson? What resources will be utilized? (Component 1A, 1D)

Why did you choose these strategies and resources? (Component 1A, 1B, 1D)

Connecting Learning

6. What is the academic relationship between this lesson with past or future lessons (Why this lesson? Why now?) (Component 1A, 1E)

Other

7. Please explain any special situations or circumstances of which the observer might need to be aware.

8. The observer will provide feedback on this lesson. Are there specific areas you would like the observer to look for/focus on?

Circle One: Principal Initial Screening or Principal MINT Exit Observation

	Post-Observation Conference Tool
Teacher Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Lesson Topic:

Provide brief answers (bullet points or narrative) to each question.

<p>1. Do you feel you successfully achieved the lesson objective(s)? Why/why not? What data support your answer to the previous question?</p>
<p>2. What do you feel worked well and what would you refine if you were to teach this lesson again to the same class?</p>
<p>3. Based on student learning of your objectives, what are your next steps?</p>
<p>4. As you reflect over this observation cycle, what ideas or insights are you discovering about your teaching? (Think specifically about your Individual Professional Development Plan)</p>

Post-observation Conference Tool (Cont.)

	<p align="center">CLASSROOM OBSERVATION SUMMARY (To be completed by school administrator during post-observation conference.)</p>
Teacher Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Lesson Topic:

Provide brief answers (bullet points or narrative) to each question.

Strength of Lesson
Area(s) of Focus
Next steps
Teacher's signature: _____ Date: _____
Administrator/evaluator's signature: _____ Date: _____

Florida Educator Accomplished Practices Learning Log

MINT Mentor Post-observation Conference Tool

Novice Teacher Signature: _____

Mentor Signature: _____

Grade Level/Subject Area: _____

Date: _____

MEETING PURPOSE:	
What's Working:	Current Focus – Challenges – Concerns: (use data to identify the mentoring focus)
GOAL:	
Novice Teacher's Next Steps: (what data will be collected to determine if progress is made)	Mentor's Next Steps: (what data will be collected to determine if progress is made)
RESULTS: (What does the data indicate? What are you learning? What are your next steps?)	
Next Meeting Date:	

Florida Accomplished Practices:

<input type="checkbox"/> Instructional Design and Lesson Planning	<input type="checkbox"/> Assessment
<input type="checkbox"/> The Learning Environment	<input type="checkbox"/> Continuous Professional Improvement
<input type="checkbox"/> Instructional Delivery and Facilitation	<input type="checkbox"/> Professional Responsibility and Ethical Conduct

Crisis Intervention Interview

MINT Participant _____
Guidance Counselor Signature _____ Date _____

This survey interview instrument should be completed by the MINT participant and reviewed with the guidance counselor.

1. List causes that could contribute to a student experiencing severe emotional distress.

2. Describe a situation in which you have identified a student in severe emotional distress. (Include verbal and nonverbal signs, the action(s) taken and the result(s).)

3. What alternatives are available if the situation in number 2 is beyond what you alone could handle?

4. List the behaviors that could indicate a student might be suicidal.

5. List behaviors that could indicate a student has been physically or sexually abused.

6. What is the policy at your school for reporting child abuse?

7. What strategies would you use to help a student whose parents are going through a divorce?

8. List signs/behaviors that could indicate substance abuse.

9. List appropriate interventions and referral procedures for reporting substance abuse.

10. What strategies would you use to help a student cope with a personal loss (death, separation, teen-age romance, breakups, etc.)?

11. Briefly describe Emergency Exit Procedures (fire, tornado, etc.).

12. Briefly describe what constitutes a Class I, II, III, and IV offense under the Student Conduct Code.

I.

II.

III.

IV.

GUIDELINES FOR VIDEO/AUDIO RECORDING

Must be at least 30 minutes in length and include the following:

- Introduction of lesson
- Actual teaching (at least 20 minutes when age appropriate)
- Review/Summary

Video:

- Teacher should be visible throughout the video
- Video should have good quality
- Video should scan class periodically
- If students are shown in the video, complete the release statement

Audio:

- Verbal communication must be clear throughout the recording

Commentary Directions/Written Summaries

Reflect on the classroom environment including the use of

- rituals and routines,
- procedures,
- praise, and
- consequences.

Questions to answer

- What did you do well?
- What disappointed you? Why?
- What would you do differently? Why?

Discuss the following:

- How did you handle disruptions during the lesson?
- Discuss positive and negative attributes of your classroom environment.
- Discuss your short and long term professional goals that relate to the learning environment.

The intent of the video is for the teacher to reflect upon and critique his/her teaching.



**1701 Prudential Drive
Jacksonville, FL 32207
www.duvalschools.org
(904) 390-2000**

Video Release Statement

I hereby authorize the filming/videotaping/photographing of my child/dependent, _____.
The intent of this media is for the teacher to reflect upon and critique his or her own teaching. The video will be viewed by the teacher and a mentor and is not intended for general broadcast.

I understand that the Duval County School Board is not a party to this filming/video production and will hold the Duval County School Board and its employees harmless from any liability in connection with this production.

Parent/ Guardian Signature

Date

Ed Pratt-Dannals, Superintendent of Schools

Duval County Public Schools is committed to providing all Duval County students with a high-quality, rigorous education that will inspire them to dream and reach their goals.

Education Labels/Acronyms

ACP	Alternative Certification Program
ADD/ADHD	Attention-Deficit Disorder/Attention-Deficit Hyperactivity Disorder
AFT	American Federation of Teachers
AICE	Advanced International Certificate of Education
AP	Advanced Placement
ASCD	Association for Supervision and Curriculum Development
AVID	Advancement Via Individual Determination: a program designed to help underachieving secondary students
Cadre	Group of educators who support teachers new to Duval County Public Schools; district MINT contact persons
CAST	Collaborative Assessment System for Teachers: District teacher evaluation system
CET	Clinical Educator Training: training for principals and mentors enabling them to coach and observe novice teachers
CHAMPs	A Proactive Approach to Classroom Management: Conversation, Help, Activity, Movement, Participation
DCPS	Duval County Public Schools
DCSB	Duval County School Board
DOE	Department of Education: Florida State Department of Education
Domain	Area of focus in the FPMS observation system
DSC	District Standards Coach: district resource person for standards-based education
DTU	Duval Teachers United
E/BD	Emotional/Behavioral Disability
ELL	English Language Learners
EPI	Educator Preparation Institute
ESE	Exceptional Student Education
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FCAT	Florida Comprehensive Assessment Test: statewide student achievement test
FDLRS	Florida Diagnostic & Learning Resource System: support system for ESE
FEA	Florida Education Association
FEAPs	Florida Educator Accomplished Practices
Formative	Term used to denote a coaching model or assessment
FPMS	Florida Performance Measurement System: classroom observation system used for MINT participants
FTE	Full Time Equivalent (Students): student enrollment used for funding schools
GGD	Grade Gathering Document used to record report card grades at the end of the marking period
GI	Graduation Initiative: helps students pass the FCAT and GED tests
GK	General Knowledge Examination: state-mandated test used to prove competency in basic skills
HR	Human Resources
IB	International Baccalaureate program
IDEA	Individuals with Disabilities Education Act

IEP	Individualized Education Plan: education plan for any ESE student
IND	Intellectually Disabled
IPDP	Individualized Professional Development Plan
IR	Intensive Reading
ISSP	In-School Suspension Program
IT	Instructional Technology
LEP	Limited English Proficient
MINT	Mentoring and Induction for Novice Teachers: a program for novice teachers
NCEE	National Center on Education and the Economy
NCLB	No Child Left Behind
NEA	National Education Association
NGSSS	Next Generation Sunshine State Standards; also called Common Core State Standards in English Language Arts and Mathematics
OTE	Office of Teacher Education
PDF	Professional Development Facilitator: school-based contact person for novice teachers
PEC	Professional Education Competencies
PET	Professional Education Test
PMA	Progress Monitoring Assessment
PMP	Progress Monitoring Plan: state-mandated instructional plan for low-achieving students
RtI	Response to Intervention
SAC	School Advisory Council
SES	Supplemental Educational Services: helps students from low-income families receive tutoring
SIP	School Improvement Plan
SLD	Specific Learning Disability
SOE	Status of Eligibility: document from the state DOE that specifies requirements for certification
SSP	Student Services Personnel: guidance counselors, school psychologists, speech therapists, and social workers
STAR	Students Taking Academic Responsibility: a program that helps retained elementary students
Summative	Term used to denote a final evaluation of performance
TAI	Teacher Assessment Instrument: data collection instrument used by administrators
TARGET	Teachers Accessing Resources through General Education Team: a school-based intervention and problem-solving team that assists teachers
TAS	Teacher Assessment System: the teacher evaluation system used in Duval County
TDE	Temporary Duty Elsewhere: work performed away from normal work site
VE	Varying Exceptionalities
VPK	Voluntary Pre-Kindergarten
ZIP	Zeroing in on Prevention

How to Enroll Through the Schultz Center Website

In order to enroll in professional development classes (face-to-face, online or other), you will need to enroll through the Schultz Center website.

Go to <http://www.schultzcenter.org>

Click on *Register for Courses*. This will take you to the ERO website.

Your user id is your 8 digit personnel number. (Your school bookkeeper can help you if you do not know this.)

Example: 00012345

OR

90012345

Your password is the number 3 followed by your school's number PLUS the last 4 digits of your personnel number. If your school number is 987, then your password would be

39872345.

If you have a 1 or 2 digit school number, you would insert zeros. For example, if your school number is 4, then your password would be

30042345.

After you are signed in, click on the tab labeled Course Catalog. Click on the Search button and all of the courses offered will be displayed. Courses are listed alphabetically.

Select the course you want to enroll in by clicking on the name of the class. If seats are available, you can click on the green Register button. If it is full, you can still click on the button that will add you to the waiting list. You will get an email if a spot opens up for you.

Follow the rest of the prompts, and you will be registered.

To receive your certificate of completion

After you complete the course, go back and enter the Schultz website and click on *Register for Courses*. Instead of clicking on the Course Schedule tab, click on the *My Transcripts* tab. To the left of the course that you completed, it should say Certificate in blue (if a certificate is available). Click on the Certificate and you can print it for your records. Make sure you change the printing options so that it will print landscape.

DCPS Employee Information
Frequently Accessed Websites and Contact Numbers

Alternative Certification Program	390-2627
Benefits	390-2351/390-2353
Certification	390-2376
Diversity	348-7737
ESOL Endorsement	348-7887
Highly Qualified Teachers	390-2542
Human Resource Support Services	390-2840
<ul style="list-style-type: none"> • Employment Verification • Employment Records • Extended Leave • Compensation 	390-2400 390-2106 390-2065 390-2055
In-service Points	Available on-line in the teachers <i>My Profile link</i> and through the school CRT Operator
Mentoring and Induction for Novice Teachers (MINT)	348-7769
<ul style="list-style-type: none"> • Program information • Resources 	
Professional Development	348-7807
Recertification	
<ul style="list-style-type: none"> • Master In-service Plan Points • College Coursework 	348-7807 390-2376
Schultz Center for Teaching and Leadership	348-5757
Wellness and Employee Assistance	390-2916