MENTORING AND INDUCTION FOR NOVICE TEACHERS

Duval County Public Schools

Jacksonville, Florida
2015 – 2016

SUPERINTENDENT OF SCHOOLS
Nikolai P. Vitti, Ed.D.

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DUVAL COUNTY
PUBLIC SCHOOLS

DUVAL COUNTY PUBLIC SCHOOLS
STRATEGIC PLAN

Vision

Every student is inspired and prepared for success in college or a career, and life.

Mission

To provide educational excellence in every school, in every classroom, for every student, every day.

Core Values

Excellence

We expect the highest standards throughout our organization from the School Board and Superintendent to the student.

Integrity

We foster positive relationships based on mutual respect, transparency, honesty, and the consistent demonstration of actions.

Innovation

We create dynamic systems and processes that solve problems and overcome challenges.

Equity

We promote an environment that ensures equal opportunity, honors differences, and values diversity.

Collaboration

We are a community of individuals who share a collective responsibility to achieve our common mission.

Goals

1.   Develop Great Educators and Leaders
2.   Engage Parents, Caregivers, & Community
3.   Ensure Effective, Equitable, & Efficient Use of Resources
4.   Develop the Whole Child

DUVAL COUNTY
PUBLIC SCHOOLS

TEACHER INDUCTION PROGRAM
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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; Hanushek & Rivkin, 2006). The purpose of the DCPS **M**entoring and **I**nduction for **N**ovice **T**eacher (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) 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 6A-10.080, 10.081).

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.

Comprehensive induction programs can enhance retention, teacher quality and ultimately student achievement. Effective induction support assists newly hired teachers with their integration into the culture of the school, community and district. Duval County Public Schools (DCPS) provides individualized induction programs designed to meet the professional practice needs of *all* teachers new to the district.
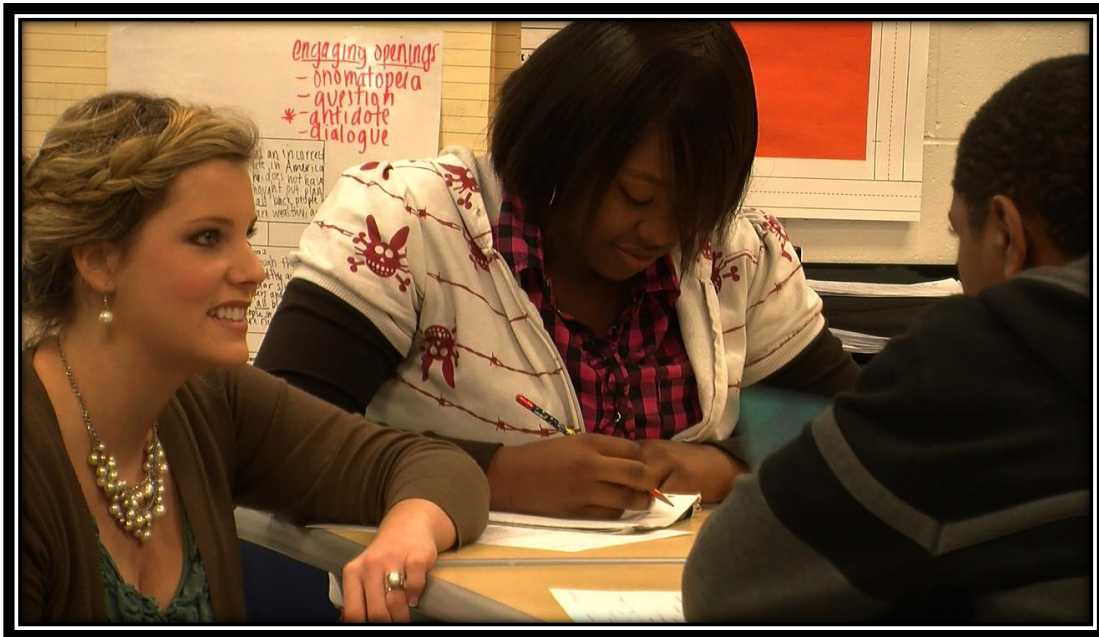
Participants include the following teachers:

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

DCPS INDUCTION PROGRAMS

The district induction programs are designed to address a wide range of educator needs and levels of experience. They include differentiated plans for teachers new to the district and/or education.

- **DCPS Veteran Induction Program (VIP)** recognizes the teaching experience of *veteran teachers* who are new to the district or returning after an extended absence.
- **DCPS Mentoring and Induction for Novice Teachers Program (MINT)** supports *beginning and early career* teachers.

The district provides an exemption process for teachers who meet the specified criteria.

Exemption Process

The exemption process is initiated through the MINT Office and approved by the principal. Experienced teachers who are new or returning to the district *may* be considered for exemption if they meet the following criteria.

- Valid Florida Professional Educator certificate
- Two of the last three years **or** three of the last five years satisfactory, fulltime PreK – 12 classroom teaching experience
- Verification of experience through the DCPS Human Resources department **within the first four months** of hire
- Principal approval following initial screening

After conducting an initial screening (CAST formal observation), the principal will verify whether the teacher demonstrates competency in the Florida Educator Accomplished Practices (FEAPs). The principal may choose to exempt the teacher from remaining MINT support program requirements with the exception of completing the DCPS Ethics class. The teacher will continue to receive support through the CAST process, school-based coaching cycles, grade or content area professional learning communities (PLCs) and collegial collaboration. *All experienced teachers will continue to participate in the designated induction program UNTIL exemption is granted.*

EXPERIENCED TEACHERS

Veteran Induction Program (VIP)

Experienced teachers who are new to the district or are returning after an extended break in service, and **do not meet exemption requirements**, may be considered for VIP if they meet the following criteria.

VIP Criteria

- Valid Florida professional educator certificate
- Five or more years of satisfactory PreK – 12 teaching experience (documented through the DCPS Human Resources department)
- Principal approval

VIP Requirements

- Participate in the principal's Initial Screening (CAST Formal observation cycle), which will be conducted within the first 45 days of hire.

- Implement an experienced teacher Individual Professional Development Plan (IPDP) that includes the following professional learning objectives and planning/instructional strategies designed to meet the learning needs of students and support district induction.

  - Participate in **one** mentor observation cycle by a CET certified peer within the first 90 days of hire (must include lesson plan and pre and post observation conference documents).
  - Conduct **one** observation of an effective teacher using the MINT Focus Observation Instrument within first 90 days of hire.
  - Complete CHAMPS class (6 hr) and follow-up requirements *(principal's discretion following initial screening observation)*.
  - Complete DCPS Code of Ethics class.

VIP Support Program: Requirement Overview

Program Documents and Activities	Veteran Induction Program Portfolio Documentation
VIP Approval Form	**Completed Approval Form** • **MINT Supervisor Signature** • **Principal Signature**
Principal's Initial Screening (Formal CAST Observation)	**Observation Rubric**
Mentor Observation Cycle	**One (1) Completed Observation packet** • *Conducted first semester*
MINT Focus Observation	**One (1) Completed Observation** • *Conducted first semester*
Experienced Teacher IPDP	• *Initial Review* • *Final Review*
One-day CHAMPS Class and Required Follow-Up Activities	**Principal Discretion following Initial Screening**
DCPS Code of Ethics Class	**No Certificate Required**
*Online Courses • Reporting Child Abuse and Neglect • Sexual Harassment • Diversity	**Certificates of Completion** ****Online courses are required for all DCPS employees***

Mentoring and Induction for Novice Teachers Program (MINT)
Program Requirements

Early Career Teachers

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 assist in the development of an individual professional development plan (IPDP) that will provide the novice teacher with guidance regarding professional learning and instructional support strategies. The MINT IPDP serves as the roadmap and timeline for MINT program requirements.

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

Teachers who must complete the PEC requirement to obtain professional educator certification will receive induction support through the MINT program for a minimum of **two** years. The program requirements will be specified in the teacher's MINT individual professional development plan (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.

Upon program completion, the principal/supervisor will review the teacher's MINT program documentation, classroom observation cycles, student data and the performance evaluation process to determine whether the teacher has demonstrated professional education competence in the required Florida Educator Accomplished Practices (FEAP).

*Teachers with NO PEC requirement listed on their SOE will follow the MINT Support program for professionally certificated teachers.

MINT Program Requirements for PEC Completion (*two-year program minimum*)

- Complete Florida Educator Accomplished Practices (FEAP) Self-Assessment.

- Participate in the principal's Initial Screening (CAST formal observation cycle) to be completed within the first 45 days of hire.

- Implement the MINT individual professional development plan (IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.

- Conduct **six** observations of effective teachers. Utilize the MINT Focus Observation Instrument to record data and reflections. Observations are to be completed **each** quarter and be at least 4-6 weeks apart to allow time for implementation and reflection. Support team members will assist with identifying areas of focus and model teachers.
  - Opportunities to conduct focus observations may include: coaches modeling within your classroom, professional learning community (PLC) lesson study, and selective use of identified videotaped lessons.

- Participate in **six** mentor observation cycles: Observations are to be completed **each** quarter and at least 4-6 weeks apart to allow time for reflection and professional growth. Protocol and documentation instruments are available on the DCPS Blackboard site linked on the professional development website. Log-in requires your district sign-in credentials.

- Complete 12 hour CHAMPS class and follow-up requirements: Classroom Management Plan and CHAMPS Implementation rubric.

- Complete DCPS Code of Ethics class and one-hour online course, Identifying and Reporting Child Abuse and Neglect, click here to view.

- Attend school-based MINT learning sessions.

- Participate in the principal's final CAST summative observation cycle.

- Obtain the principal's verification of satisfactory demonstration of competency in the Florida Educator Accomplished Practices documented through the MINT IPDP exit statement.

- Teachers participating in the DCPS Alternative Certification Program or a post-secondary Educator Preparation Institute will continue to receive support through the DCPS Mentoring and Induction for Novice Teachers Program for a minimum of two years.

- Continuation in the MINT Program is contingent upon contract renewal.

Professional Education Competency (PEC) Program: Requirement Overview

Program Documents and Activities	Portfolio Documentation Temporary Certificate: PEC Requirements
FDOE Statement of Status of Eligibility (SOE)	Copy of SOE
Appeals Process	Signed and Dated Appeals Process
Florida Educator Accomplished Practices Self-Assessment	Completed FEAP Self-Assessment
Principal's Initial Screening (Formal CAST Observation)	Observation Rubric
Mentor Observation Cycles	Six (6) Completed Observation Packets • *One per quarter*
MINT Focus Observations	Six (6) Completed Observations • *One per quarter*
MINT IPDP Completed each Year of Participation	Copy of MINT IPDP • *Initial Review* • *Final Review*
Two-day CHAMPS Class and required follow-up activities	• CHAMPS Management Plan • Implementation Rubric
DCPS Code of Ethics Class	No Certificate Required
*Online Courses • Reporting Child Abuse and Neglect • Sexual Harassment • Diversity	Certificates of Completion *Online courses are required for all DCPS employees*
Principal's Final Summative Observation	Observation Rubric

Florida Professional Educator Certificate

Individuals who have previously completed Florida Educator Professional Certification requirements will participate in the DCPS MINT program during their first year. MINT program requirements will be specified in the teacher's MINT individual professional development plan (IPDP) and include principal and mentor observation cycles, focus observations, self-reflection and professional learning activities based on the Florida Educator Accomplished Practices (FEAP).

<u>MINT Program Requirements</u>

- Complete Florida Educator Accomplished Practices (FEAP) Self-Assessment.

- Participate in the principal's Initial Screening (CAST formal observation cycle) which will be conducted within the **first 45 days of hire**.

- Implement a MINT individual professional development plan (IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.

- Conduct **two** observations of effective teachers. Utilize the MINT Focus Observation Instrument to record data and reflections. One observation will be completed **each** semester at least 4-6 weeks apart to allow time for implementation and reflection. Support team members will assist with identifying areas of focus and model teachers.
  - Opportunities to conduct focus observations may include: coaches modeling within your classroom, professional learning community lesson study, and selective use of identified videotaped lessons.
- Participate in **two** mentor observation cycles: One observation will be completed **each** semester at least 4-6 weeks apart to allow time for reflection and professional growth. Protocol and documentation instruments are available on the DCPS Blackboard site linked on the professional development website. Log-in requires your district sign-in credentials.
- Complete 6 hour CHAMPS class and follow-up requirements: Classroom Management Plan and CHAMPS Implementation rubric.
- Complete DCPS Code of Ethics class and one-hour online course, Identifying and Reporting Child Abuse and Neglect, click here to view.
- Attend school-based MINT learning sessions.
- Obtain the principal's verification of satisfactory demonstration of competency in the Florida Educator Accomplished Practices upon completion of the MINT IPDP requirements.

Program Documents and Activities	Professional and Temporary Certificates *NO PEC* Requirement
FDOE Statement of Status of Eligibility	**Copy of SOE** *Temporary certificates only*
Florida Educator Accomplished Practices Self-Assessment	**Completed FEAP Self-Assessment**
Principal's Initial Screening (Formal Observation)	**Observation Rubric**
Mentor Observation Cycles	**Two (2) Completed Observation Packets** • *One per semester*
MINT Focus Observations	**Two (2) Completed Observations** • *One per semester*
IPDP	**MINT IPDP** • *Initial Review* • *Final Review*
One-day CHAMPS Class and Required Follow-Up Activities	**CHAMPS Management Plan Implementation Rubric**
DCPS Code of Ethics Class	**No Certificate Required**
*Online Courses • Reporting Child Abuse and Neglect • Sexual Harassment • Diversity	**Certificates of Completion** **Online courses are required for all DCPS employees*

Teacher Certification Routes

Novice teachers have multiple routes and programs from which to choose in order to achieve Florida Professional Educator certification. Specific induction program requirements are dependent on the individual teacher's certification requirements and support needs. Click the FDOE image to review certificate pathways and routes.

DCPS Alternative Certification Program (ACP) Teachers may meet the PEC requirement and fulfill education coursework requirements needed to obtain Florida Professional Educator Certification through the DCPS Alternative Certification Program. The MINT and ACP requirements are aligned in order to ensure ongoing support. ACP participants continue to have support for a minimum of two years through the MINT program and school-based support team.

Educator Preparation Institute Program (EPI) Many colleges and universities offer alternative routes to certification. All Florida EPI state-approved programs fulfill both 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.

College Coursework Teachers may also complete professional preparation requirements listed on their FDOE Statement of Status of Eligibility through education coursework at an accredited university or college. It is important to contact the DCPS certification office or FDOE to receive prior approval of the education courses you select to meet certification requirements.

In addition to specified education courses, completion of the teaching experience requirement and PEC program (MINT), achievement of passing scores on the Florida Professional Education exams are required. All certification questions are directed to the DCPS Certification Office at 390-2376.

Important: Always refer to your individual FDOE Statement of Status of Eligibility to guide your steps to professional educator certification. Preparation materials and information regarding Florida teacher certification exams are available at http://www.fl.nesinc.com.

MINT SCHOOL-BASED SUPPORT TEAM

Research provides 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 and assistant principal(s), a mentor, the professional development facilitator (PDF) and the new 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 and discussing assessment data, modeling, team teaching, and coaching. *The observations conducted by the support team become a part of the novice teacher's PEC program professional learning portfolio.*

Principal &
Assistant
Principal

Coaches

PDF & Mentor
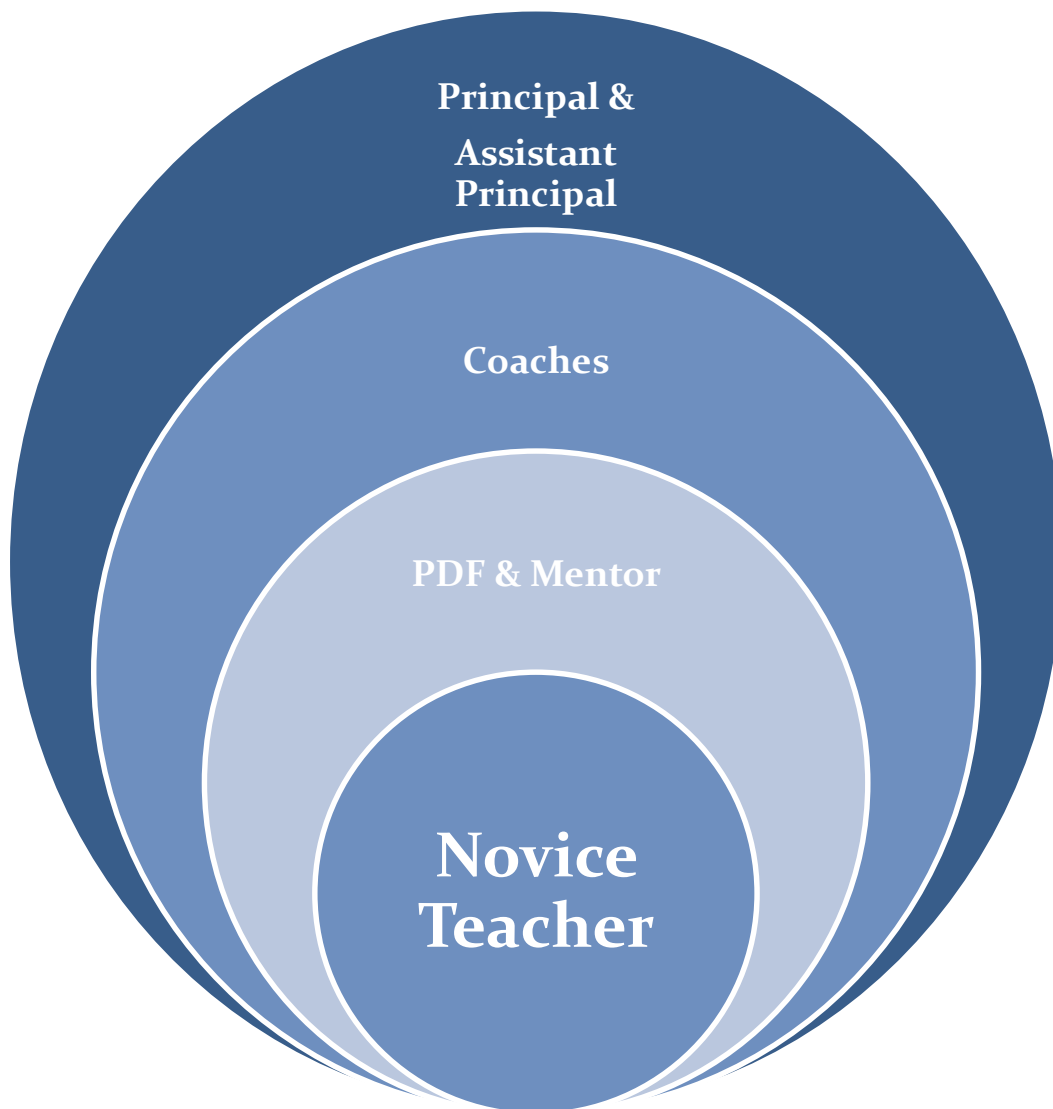
Novice
Teacher

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.
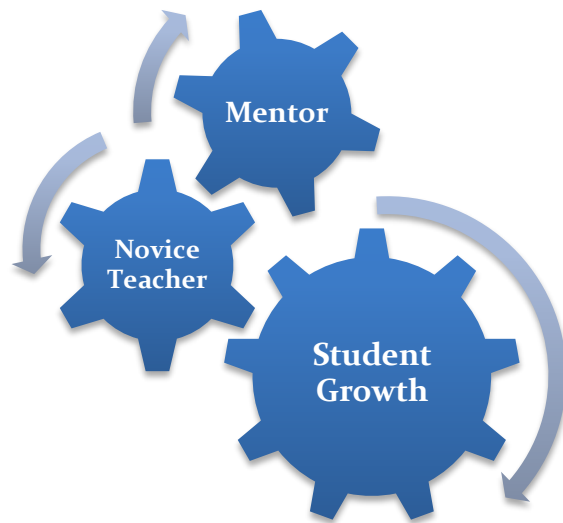
SELECTION CRITERIA FOR MENTOR

- 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 (Effective or Highly Effective performance rating)
- 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 administrator will

- ensure that support team members are assigned within the first week of hire. When this is not possible a "buddy" is provided for support until mentor assignments are complete.

- monitor support being provided to novice teachers through scheduled meetings and conferencing opportunities.

- complete the initial screening observation (formal CAST) within **45 days from the date of hire** to include a pre and post-observation conference.

- discuss progress toward meeting MINT IPDP goals.

- verify the satisfactory demonstration of the Florida Educator Accomplished Practices (FEAPS) and completion of the MINT IPDP.

The Professional Development Facilitator will

- work with administration to assign and communicate mentor matches within the first week of hire. When this is not possible, a "buddy" is provided for support until mentor assignments are complete.
- facilitate completion of Appeals Process form with novice teachers who have PEC requirements.
- facilitate school-based orientation for novice teachers.
- communicate the professional learning opportunities that are available for mentors.
- communicate weekly with novice teachers during first month of school.
- facilitate monthly mentor/mentee MINT professional learning sessions throughout the school year.
- assist with development and implementation of the MINT IPDP.
- assist with scheduling novice teacher observations.
- communicate monthly and as needed with mentors regarding teacher status.
- communicate with district specialists when required and as needed.

The mentor will

- assist with school-based orientation.
- conduct required mentor observation cycles (CET) using designated instruments for pre-observation conference, data analysis and post-observation conferences following prescribed timeline.
- meet with the novice teacher weekly during the first semester, then every two weeks for the remainder of the school year.
- assist with development and implementation of the MINT IPDP.
- conduct informal classroom visits and provide brief written comments; collaborate with support team to check in with the novice teacher at least every **two** weeks.
- review/monitor completion and quality of documents in MINT portfolio.
- communicate monthly and as needed with PDF regarding teacher status.
- attend mentor/mentee MINT professional learning sessions.
- assist with scheduling novice teacher observations.
- maintain a contact log of meetings with the novice teacher—documenting the topics and recommendations that are discussed.
- meet with novice teacher to plan goals for upcoming year.

The MINT Participant will

- participate in school-based orientation.
- schedule and participate in mentor observation cycles with mentor following the prescribed timeline.
- meet with assigned mentor weekly during the first semester, then monthly.
- complete the Florida Educator Accomplished Practices Self-Assessment.
- conduct MINT focus observations of effective teachers following the prescribed timeline.
- develop MINT Individual Professional Development Plan (IPDP) in collaboration with the support team using various data sources.
- attend monthly mentor/mentee MINT professional learning sessions and other identified training as required.
- provide MINT IPDP documentation/artifacts for review by principal.
- maintain a contact log of support team meetings and document the topics and recommendations discussed.
- maintain a MINT Portfolio to organize/document MINT program requirements.
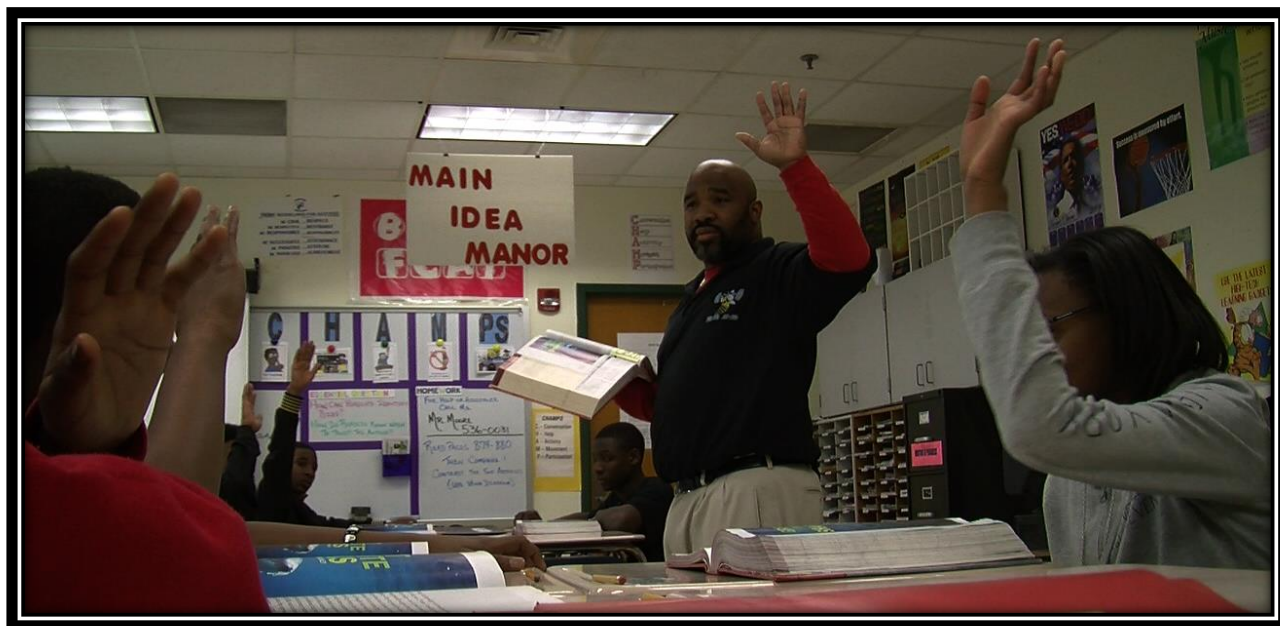
MINT Program Portfolio

DCPS MINT program participants are required to develop and maintain an electronic MINT portfolio. The purpose of the portfolio is to provide documentation that will assist the teacher with reflecting on and demonstrating professional education competency through the Florida Educator Accomplished Practices. Maintaining a professional learning portfolio is best practice for professional educators.

Each member of the MINT participant's support team will have access to review and provide feedback on the MINT portfolio documentation. All MINT documentation must be of professional quality and provide support for the participant's demonstration of professional education competency through the Florida Educator Accomplished Practices. The MINT portfolio checklist and MINT program overview (available on the DCPS Blackboard site linked on the professional development website) will provide guidance and due dates.

When MINT participants have successfully completed program requirements and demonstrated professional education competence in the classroom, the principal will document program completion through the MINT IPDP. This is done following the CAST IPDP final review and evaluation. After the exit process is completed, the MINT electronic portfolio is archived for a period of three years. Once archived, the ePortfolio will no longer be accessible to the teacher or support team. Teachers should save a copy of their MINT documentation for their professional records.

MINT PROGRAM
OBSERVATION REQUIREMENTS

Principal Observations

Teacher assessment and teacher development are viewed as important and interrelated processes. The district's Collaborative Assessment System for Teachers (CAST) is a professional growth model through which teachers can grow and develop their effectiveness. The principal's observation cycles provide feedback that will guide teachers in their next steps. MINT support team members are resources in the support and development of novice teachers.

Initial Screening and Final Exit Observations (CAST Formal Observation Cycles)

- Completed within the first 45 days of hire (Initial Screening)
- Include the following:
    a) Pre-observation Conference tool (completed online through the CAST portal)
    b) Lesson Plan
    c) Observation Instrument/Rubric
    d) Post-observation Conference tool (completed online through the CAST portal)

Completion of Initial Screening and Final Exit observation requirements are conducted using the district's Collaborative Assessment System for Teachers (CAST). Refer to the [Human Resources website](#) for information and resources.

Mentor Observations

This formative process enables educators at all levels of development to engage in reflection on practice and continuous professional growth. This on-going process is reciprocal in nature and allows professionals providing and receiving support to enhance their professional practice.

- Must be completed by the mentor or CET trained support team member
- Mentor observation components:
    a) Pre-observation Conference instrument
    b) Lesson Plan
    c) CET Data Analysis Form
    d) Post-observation Conference FEAP Learning Log

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

- Selected Verbatim
- Verbal Flow
- At-Task
- Classroom Traffic
- Anecdotal
- Student Focus-Shadowing
- Teacher Movement
- Effective Written Communication
- Effective Oral Communication
- Interview Behaviors

<u>MINT Focus Observations</u>

Observing effective teaching practice is a powerful professional learning experience. MINT participants will use this opportunity to increase their knowledge and skill in identified areas of focus. The observations will be conducted throughout the MINT program to enhance professional growth.

- Observe an effective teacher utilizing the focus observation instrument within the first **4-6 weeks** from date of hire.
- Collaborate with the support team to identify an effective teacher and area of focus for the observation.
- Utilize approved videotaped lessons when necessary and appropriate for the focus observation.
  - Teachers with **no PEC** requirement may observe one videotaped lesson.
  - Teachers with PEC requirement may observe two videotaped lessons in year one and one videotaped lesson in year two.
- **Observe an effective teacher each quarter thereafter** (*each semester for professionally certified teachers*).

Administrator Observations

Completion of Initial Screening and Final Exit Observation Requirements are conducted using the district's Collaborative Assessment System for Teachers (CAST). Refer to the [Human Resources website](#) for information and resources.

APPENDICES

Florida Educator Accomplished Practices

Education Labels/Acronyms

MINT FAQs

Frequently Accessed Websites and Contact Numbers

MINT Program documents, forms and resources are accessed through the
[Professional Development Website](#) and [MINT Blackboard resources](#).
District single sign-on Id and password are required to access DCPS Blackboard
resources.

Florida Department of Education
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.

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.

Education Labels/Acronyms

ACP	Alternative Certification Program
ADD/ADHD	Attention Deficit Disorder/Attention Hyperactivity Disorder
AFT	American Federation of Teachers
AICE	Advanced International Certificate of Education
AP	Advanced Placement
ASCD	Association for Supervision and Curriculum Development
ASD	Autism Spectrum Disorders
AVID	Advancement Via Individual Determination; a program designed to help underachieving secondary students
CAST	Collaborative Assessment System for Teachers; DCPS teacher evaluation system
CCSS	Common Core State Standards
CET	Clinical Educator Training: provides training for approved observers in the use of observation instruments, conferencing, and coaching
CG	Curriculum Guides
CGA	Curriculum Guide Assessments
CHAMPS	A Proactive Approach to Classroom Management: Conversation, Help, Activity, Movement, Participation
CSS	Communication Social Skills
D/HH	Deaf/Hard of Hearing
DCPS	Duval County Public Schools
DD	Developmentally Delayed
DI	Differentiated Instruction
DOE	Department of Education
DSI	Dual Sensory Impaired
DTU	Duval Teachers United

ELL	English Language Learners
EBD	Emotional/Behavioral Disabilities
EPI	Educator Preparation Institute
EESS	Exceptional Education/Student Services
ESL	English as a Second Language
ESOL	English for Speakers of other Languages
FCAT	Florida Comprehensive Assessment Test: statewide student achievement test- transitioned to FSA with the exception of retakes for select High School subjects and grades 5 and 8 science.
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
FTE	Full Time Equivalent (Students): student enrollment used for funding schools
FSA	Florida Statewide Assessment Program- statewide student achievement test
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
GRASP	Guiding, Remediating and Accelerating Student Performance
H/H	Hospital/Homebound
HR	Human Resources Support Services
IB	International Baccalaureate program
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan: education plan for any ESE student
InD	Intellectual Disabilities

IPDP	Individualized Professional Development Plan
ISSP	In-School Suspension Program
IT	Instructional Technology
LEP	Limited English Proficiency
LI	Language Impaired
MINT	Mentoring and Induction for Novice Teachers: a program for novice Teachers
MTSS	Multi-Tiered System of Support (another term for RtI)
NCEE	National Center on Education and the Economy
NCLB	No Child Left Behind
NEA	National Education Association
NGSSS	Next Generation Sunshine State Standards (select grade levels & subject areas)
OHI	Other Health Impaired
OI	Orthopedically Impaired
OT	Occupational Therapy
OTE	Office of Teacher Education
PBIS	Positive Behavioral Interventions & Supports (PBS)
PDF	Professional Development Facilitator
PEC	Professional Educator Competencies
PET	Professional Educator Test
PMA	Progress Monitoring Assessments
PMP	Progress Monitoring Plan
RtI	Response to Intervention
SAC	School Advisory Council

SES	Supplemental Education Services: helps students from low-income families receive tutoring
SI	Speech Impaired
SIP	School Improvement Plan
SLD	Specific Learning Disability
SOE	Statement of Eligibility: document form the state DOE that specifies requirements for certification
SSP	Student Services Personnel: guidance counselors, school psychologists, speech therapists, and social workers
STC	School Technology Coordinator
Summative	Term used to denote a final evaluation of performance
TBI	Traumatic Brain Injury
TDE	Temporary Duty Elsewhere: work performed away from normal work site
VE	Varying Exceptionalities
VI	Visually Impaired
VPK	Voluntary Pre-K

MINT FAQs

Professional Development Certification Program (also known as the Alternative Certification Program or ACP)

- **How do I find out information about the DCPS Alternative Certification Program (ACP)?**

  o Your PDF will be notified when an information session is scheduled. If you have program questions you may call 390-2627.

- **If I am in an alternative certification program in the district or through a university, do I participate in MINT?**

  o Yes. All educators new to education and/or the district participate in the Mentoring and Induction for Novice Teachers program. All program requirements align with alternative certification route programs.

MINT Status

- **If I was hired last November am I still considered a year 1 teacher?**
  o The date of hire does not impact your program requirements. Follow the MINT program overview to determine appropriate requirements and due dates. Monitor your status using the portfolio checklist available on the district Blackboard site.

- **How do I know if I have a temporary or professional certificate?**
  o Teachers will receive either a Florida Professional Educator Certificate *OR* a Statement of Status of Eligibility from the Florida DOE outlining certification requirements. If you have questions contact the district's Certification Office.

MINT Requirements

- **How long is a focus observation?**
  o A focus observation is a minimum of 20 minutes.

- **How long is a mentor observation?**
  o A mentor observation is a minimum of 30 minutes.

- **When should my administrator conduct my formal CAST observation?**
  o An initial screening (1st FORMAL CAST Observation) is typically conducted during the first 45 days (school days) of hire. In some cases this may take additional time. Talk with your administrator if you have concerns.

- **What documents must be included for a mentor observation?**
  o A completed pre-observation conference form, copy of the lesson plan, copy of the mentor's observation data, data analysis instrument and a completed post-observation conference Learning Log.
  o Mentor Observation packets with associated forms are provided.

- **What is the deadline for everything?**
  - o This will vary for individual teachers. The support team will review your program requirements overview as a guide for due dates and recommendations.

- **I have a professional certificate and was hired in March 2013. How many mentor observations do I need?**
  - o You will complete a total of **two** mentor observation cycles for the MINT Program unless your principal indicates that additional observation cycles are needed. You will carry over to the following year in order to complete program requirements appropriately spaced for professional growth.

- **How will my MINT Program requirements be documented?**
  - o Program participants are responsible for maintaining a MINT portfolio for required documents and artifacts.

- **Will anyone be looking at my portfolio to check my artifacts?**
  - o Yes. Each novice teacher's support team has access to his or her portfolio. The mentor is responsible for reviewing and providing feedback. Your principal will also review prior to the exiting process.

- **Are there other ways to complete mentor observations if my mentor and I have the same planning period?**
  - o Yes. Lessons can be recorded and viewed by the mentor. Coverage of a mentor's class can be scheduled with the assistance of the PDF.
  - o Technology supports are available for virtual and asynchronous coaching.

- **Will I receive a list of the MINT requirements?**
  - o MINT requirements are outlined in the MINT Manual available on the professional development website. The program overview and MINT Portfolio checklist are additional information resources.

- **How often will MINT meetings be conducted at my school?**
  - o MINT meetings should be hosted by the PDF each month. Meetings may take place on an individual basis if there are only a few new teachers at the school.

- **Where is the Electronic Portfolio?**
  - o The ePortfolio direct link is https://as.dcps.duval.us/MINT/default.aspx You must logon while on the district server using teacher access. The application works best with Internet Explorer. A step-by-step navigation PowerPoint is available on the DCPS Blackboard site.

- **How will I upload documents to the Electronic Portfolio?**
  - o The process is similar to uploading documents from a jump-drive to your computer. Refer to the step-by-step navigation PowerPoint available on the DCPS Blackboard site.
  - o You may need to identify methods for scanning hard copies or documents that require signatures. It is important to review for quality. Poor quality or illegible documents are not accepted.

- **Do I have to complete an Appeals Form?**
  - o Only those teachers who have a temporary certificate and are required to demonstrate professional education competence for the purpose of certification must complete the Appeals Process Form.

- **If I am surplussed to another school, do I have additional time to complete my requirements?**
  - o No. Program requirements do not change. Documentation of activities completed at your previous school will count for your program. You will be assigned a mentor at your new school.

- **How long does the MINT Program last?**
  - o Refer to the MINT Manual available on the Professional Development website for a program overview.

- **Which IPDP do I use?**
  - o All educators in the MINT Program use the MINT IPDP. Identified VIP teacher use the experienced educator IPDP.

- **How do I get student data for my IPDP?**
  - o Your school-based support team can assist you with identifying sources. Access to multiple assessment data sources are available through district data systems.
  - o Student data may also be gathered through multiple informal assessment processes. Your school-based support team can assist with understanding the development and use of informal assessments with students.

- **When are the CHAMPS and ETHICS trainings offered?**
  - o You may access course dates and register through the district's professional development electronic registration online (ERO) system available on the Professional Development website.

- **Do my mentor observations have to be done by MY mentor?**
  - o Mentors will conduct most of the observations. However, CET trained coaches and other content area specialists may also conduct observation cycles. The support team will provide input for the purpose of observations.

- **How do I know who to watch for my focus observations?**
  - o The school-based support team will recommend someone who is strong in an area of need for the novice teacher. It is not required that the person teaches the same grade or subject area.

- **How often should my observations be conducted?**
  - o All mentor and focus observations must be at least 4-6 weeks apart to allow for effective implementation and professional growth. Educators required to demonstrate PECs for certification have quarterly observation cycles. Refer to the MINT Manual for guidance and information regarding observation cycle requirements.

Professional Development Facilitator (PDF) and Mentors

- **Why don't I have a PDF or Mentor?**
  - It is important to ask questions. If you have not connected with your school's PDF or been assigned a mentor, ask. Your peers and your administrator are resources. The MINT program timeline advises that the school based support team should be identified during the first week of hire.

General Questions

- **What do all the acronyms mean? FEAP, PDF, IPDP, PEC, etc?**
  - Refer to the MINT Manual located on the Professional Development website for a listing of many acronyms that new teachers will find very beneficial.

- **How do I get to the Professional Development New Teachers Website?**
  - http://www.duvalschools.org/Page/10206

- **Is there a list of all the phone numbers that new teachers need?**
  - Yes, a list of frequently called numbers is located in the appendices of the MINT Manual and on the website resources link.

- **If I have previous teaching experience, do I have to participate in MINT?**
  - Individual situations vary. The district induction programs are designed to address a wide range of educator needs and levels of experience. They include differentiated plans for teachers new to the district and/or education. An exemption process is provided for teachers who meet the specified criteria. Refer to the MINT Manual for information.

- **What is CAST?**
  - Collaborative Assessment System for Teachers, CAST is the evaluation tool used by administrators.

- **Why are there so many requirements in the MINT Program for new teachers?**
  - The district's induction program supports educators new to teaching and/or new to DCPS. MINT serves a two-fold purpose. It meets the State's requirements for certification and provides a supervised induction and support program. The requirements in the MINT program are job-embedded and designed to enhance the effectiveness of each teacher.

- **When will the Reading Competency and ESOL classes be available?**
  - District provided classes are available in the fall and spring at no charge to DCPS educators. You can register through ERO.
  - Fee-based courses are also available through outside vendors such as the Schultz Center, NEFEC and Beacon Learning.

- **What do you do when your mentor is not supportive?**
  - There are many factors that are considered for mentor assignments. If there are challenges beyond your control and that of your mentor, you should discuss collaboratively with your PDF and/or administrator.

- **When do I start creating my IPDP?**
  - o Novice teachers may begin developing their IPDP with the help of the school based support team at any time. IPDPS are due for all educators each fall. Your principal will provide this information.
  - o Late hires are responsible for creating an IPDP unless hired in the last grading period. This does not impact MINT support. A mentor will be assigned and the new hire may begin MINT activities such as conducting a focus observation.

- **If I am in the MINT Program, does my IPDP look like my mentors?**
  - o No. Anyone in the MINT program will complete a MINT IPDP.

- **Will teachers who have a professional certificate ever have to complete two years in the program?**
  - o Some teachers may have specific circumstances and/or need additional support. The principal will make this determination.

- **Can I take a test to satisfy my MINT Requirement?**
  - o There are no tests that meet this requirement. The FDOE requires completion of an approved professional education competency program as a requirement for obtaining a professional certificate.

- **I need more information about what I am required to do? Where do I look?**
  - o Your PDF can also assist with accessing information. The MINT program overview and portfolio checklist are also helpful resources.

- **I am an ESE teacher and my mentor is a Kindergarten teacher? Is this okay?**
  - o Yes, mentors are available to support teachers in a variety of ways and subject areas.

- **I have questions about ESOL. Who do I contact?**
  - o Visit the frequently called numbers page in the MINT Manual. The certification office can assist.

- **Do I pick my mentor?**
  - o No, mentors are identified by the support team at your school. An administrator and/or the PDF will notify the novice teacher and the mentor of the partnership.

- **I have previous experience in another county and was told that I may be exempt from MINT. When will I know my status?**
  - o Everyone new or returning to DCPS participates in the MINT Program until the PDF and principal are notified through the MINT Office of a change. Individual situations vary. The district induction programs are designed to address a wide range of educator needs and levels of experience. An exemption process is provided for teachers who meet the specified criteria. The principal always makes the final decision regarding exemption once eligibility is verified. Refer to the MINT Manual for information.
  - o Teachers who meet the experience requirements for possible exemption will follow the MINT Timeline until an official verification of experience is processed in HR. This may

take several weeks. The principal makes the final decision regarding exemption for eligible teachers.

- o Contact HR Employee Support 390-2400 if you have questions regarding verification of professional experience.

Frequently Accessed Websites and Contact Numbers

Alternative Certification Program	390-2627
Benefits	390-2351/390-2353
Certification	390-2376
ESOL Endorsement	348-7887
Human Resource Support Services	390-2840
Employment Verification	390-2400
Employment Records	390-2106
Extended Leave	390-2065
Compensation	390-2055
Inservice Points	Available online through *My Profile* and through the school CRT Operator

Mentoring and Induction for Novice Teachers (MINT)
Program information
MINT Specialist Team
    Felicia Lammi
    Deirdra McDowell- Sutton
    Amber Pringle
    Karen Rosemond
	
	348-7769
	
	348-5766
	348-7895
	348-7841
	348-7218

Professional Development	348-7807

Recertification
    Master In-service Plan Points
    College Coursework
	
	348-7807
	390-2376

Wellness and Employee Assistance	390-2916