

MENTORING AND INDUCTION FOR NOVICE TEACHERS



Duval County Public Schools

**Jacksonville, Florida
2013 – 2014**

SUPERINTENDENT OF SCHOOLS

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**TEACHER INDUCTION PROGRAM
TABLE OF CONTENTS**

Contents

STATEMENT OF PURPOSE	4
DCPS MINT PROGRAM OVERVIEW	5
THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	6
MINT PROGRAM GUIDELINES	8
MINT PROGRAM COMPLETION REQUIREMENTS.....	10
A GRAPHIC OVERVIEW	12
MINT SCHOOL-BASED SUPPORT TEAM	13
DESCRIPTION OF THE MENTOR.....	14
SUPPORT TEAM RESPONSIBILITIES	15
MINT PROGRAM PORTFOLIO	18
MINT PROGRAM OBSERVATION REQUIREMENTS	19
APPENDICES	21
MINT PROFESSIONAL LEARNING REQUIREMENTS/PORTFOLIO CHECKLIST ..	22
MINT OTE 119 TEACHER INFORMATION FORM	23
MINT OTE 119 STUDENT SERVICES INFORMATION FORM	24
APPEALS PROCESS FORM.....	25
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES SELF-ASSESSMENT	26
FOCUS OBSERVATION RECORDING INSTRUMENT	28
SUGGESTED AREAS FOR FOCUS OBSERVATION.....	30
PRE-OBSERVATION CONFERENCE TOOL	31
POST-OBSERVATION CONFERENCE TOOL.....	33
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES LEARNING LOG	35
CONTACT LOG	38
NOVICE TEACHER INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN	39
TIMELINE MONTH 1 & 2	42
TIMELINE MONTH 3 & 4	46
TIMELINE MONTH 5 & 6	49
TIMELINE MONTH 7 & 8	52
TIMELINE MONTH 9 & 10	55
EDUCATION LABELS/ACRONYMS.....	57
HOW TO ENROLL THROUGH THE SCHULTZ CENTER WEBSITE	59
FREQUENTLY ACCESSED WEBSITES AND CONTACT NUMBERS	60

Manual and Observation Packet
(available online on the [DCPS Professional Development Website](#))

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

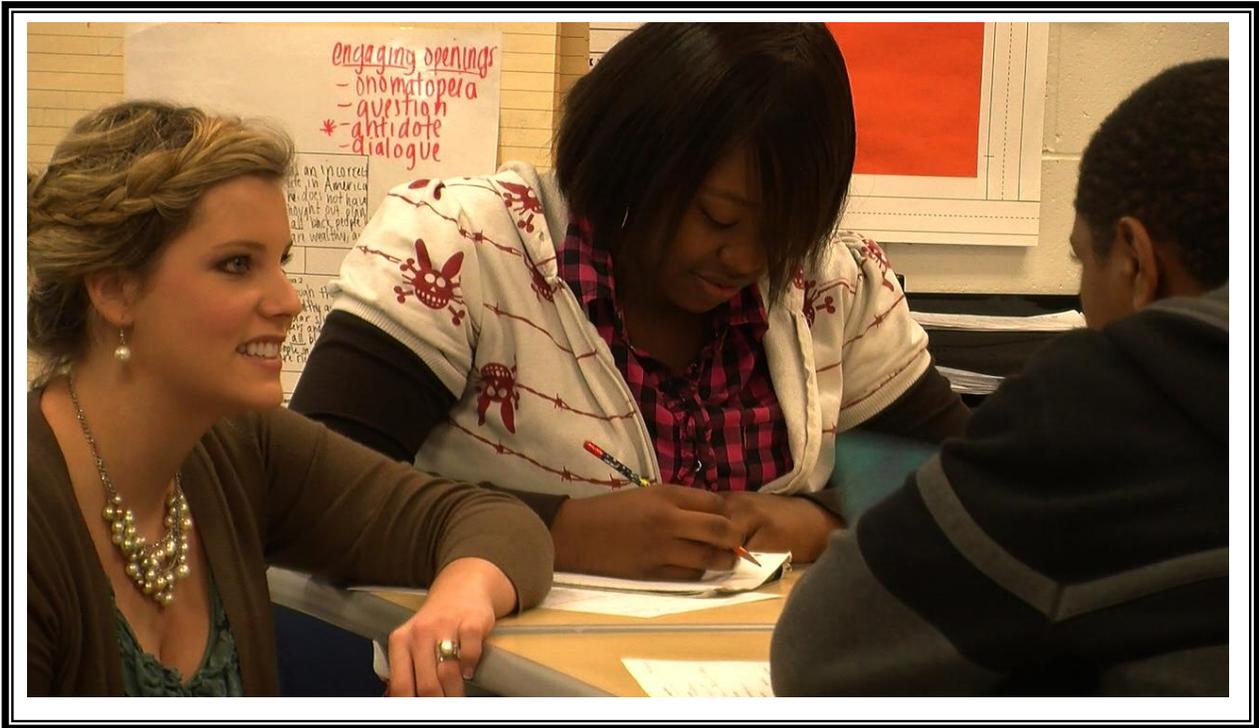
- ▶ Rigorous professional standards and a focus on student achievement guide the teaching practice of **effective** teachers.
- ▶ Becoming an **effective** teacher is a developmental process.
- ▶ **Effective** support and assistance is tailored to meet the individual needs of the developing teacher.
- ▶ 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 for teachers who are new to the district. The program ensures that participants have mentor support, coaching, and guidance for professional learning. The program also assists novice teachers with meeting the 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.

Florida 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.

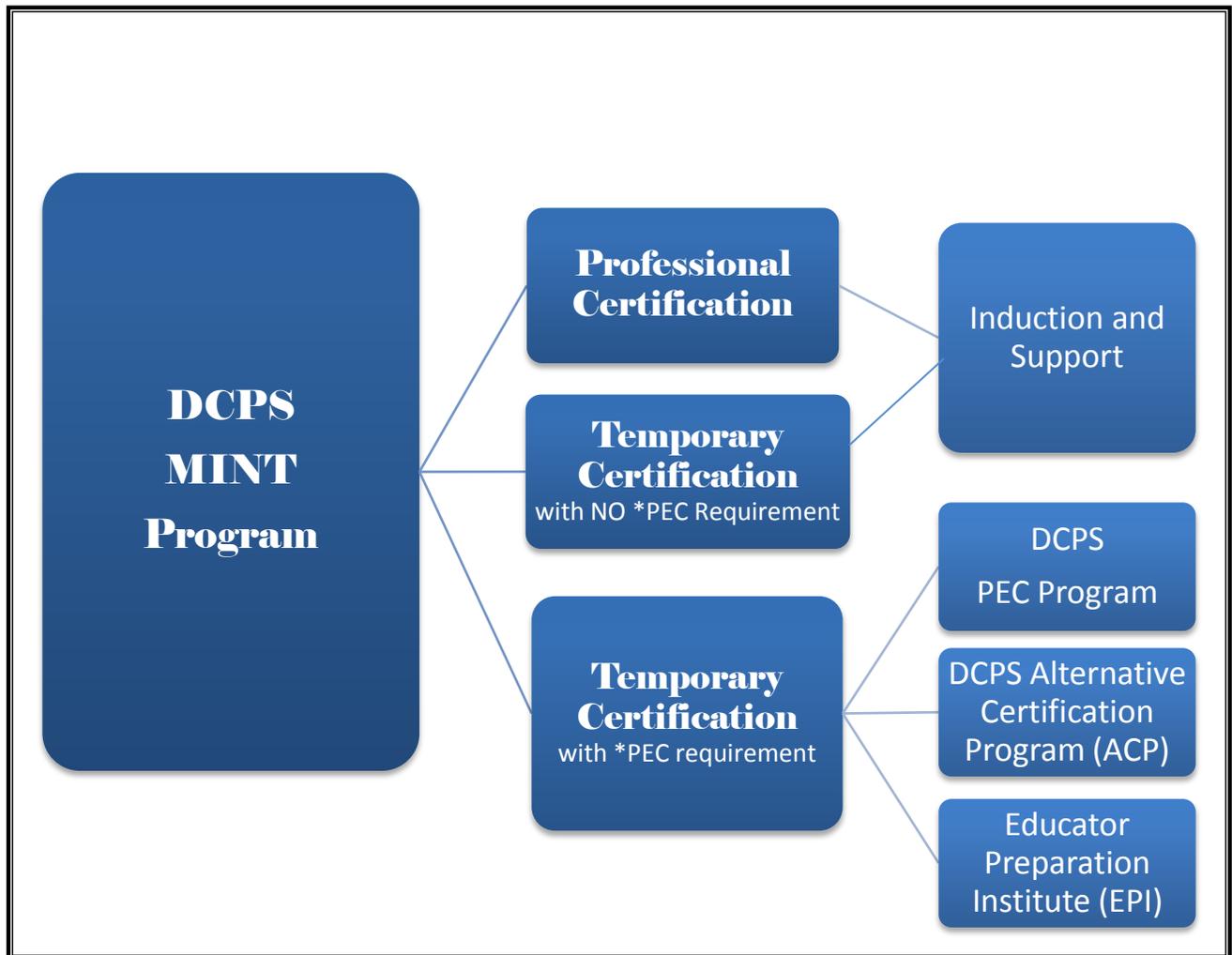
6) Professional Responsibility and Ethical Conduct.

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 6B1.006, 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 Resource Services. 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 the district Code of Ethics class and CHAMPS training but will be eligible for exemption 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 DCPS MINT program will meet this requirement.

Teachers who must demonstrate professional education competence to obtain professional educator certification will receive induction support through the MINT program 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 professional education competence in the required Florida Educator Accomplished Practices (FEAPs).

DCPS Alternative Certification Program (ACP) Teachers may meet the PEC requirement and satisfy any education coursework requirements needed to obtain Florida Professional Educator Certification through the DCPS 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's 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 [DCPS Professional Development 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's 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 [DCPS Professional Development 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 (1st CAST) 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 during year 1 and each semester year 2.
- Participate in the principal's Initial Screening (1st CAST) 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 during year 1 and each semester year 2. Mentor observations should be at least 4-6 weeks apart to allow time for professional growth and implementation.
- Complete CHAMPS class and follow-up requirements.
- Complete DCPS Code of Ethics class.
- Attend school-based MINT meetings.
- Participate in the principal's final (CAST) 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 amended 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 FOR NOVICE TEACHERS

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	✓	✓	-	-
Florida Educator Accomplished Practices Self-Assessment	✓	✓	✓	✓
Copy of FLDOE Statement of Status of Eligibility (*temporary certificates only)	*	✓	-	-
Principal's Initial Screening (1 st CAST) 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	-	✓	✓	✓

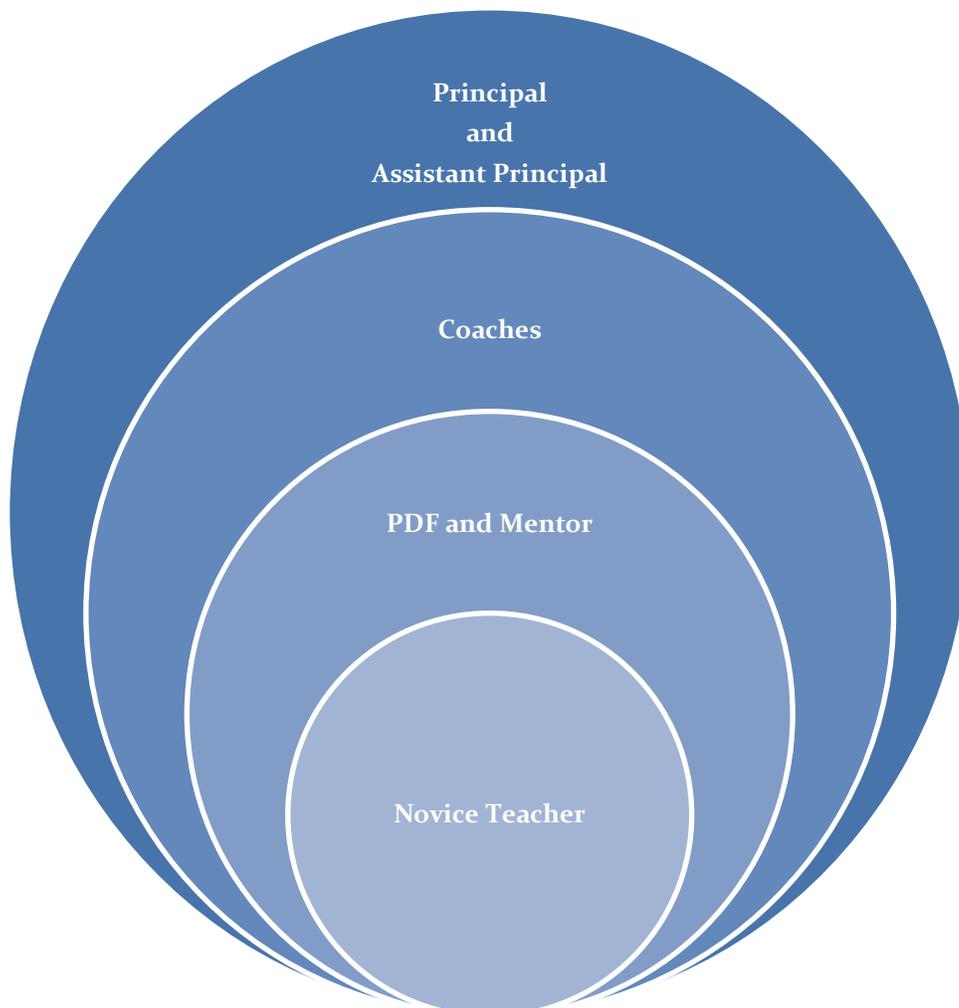
REMINDERS

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. New teachers may demonstrate PECs through completion of the DCPS Alternative Certification Program or an Educator Preparation Institute. The novice teacher will continue support through the DCPS MINT Program and complete requirements listed above in the graphic overview (mentor observations are embedded within the ACP tasks).

MINT SCHOOL-BASED SUPPORT TEAM

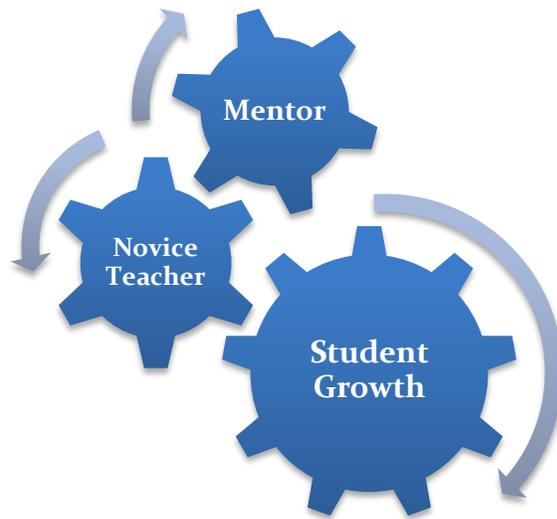
Research has provided evidence that novice teachers in supportive school environments who receive strong induction program and mentoring support have better retention rates and greater confidence in their teaching abilities (Stanford Research Institute, 2008).

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 and assistant principal, a mentor, the professional development facilitator (PDF), and the novice teacher. Additional personnel may be added at the principal's discretion. District MINT Specialist are an additional support resource that is available outside of the school. 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 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 administrator will

- select support team members within the first week of hire;
- 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 (first formal CAST) within **45 days from the date of hire** to include a pre- and post-conference;
- monitor and/or amend the NT IPDP as required;
- verify the satisfactory demonstration of the Florida Educator Accomplished Practices and completion of the NT IPDP as required;
- discuss progress toward meeting NT IPDP goals; and
- ensure that the “*Changes in Practice*” and “*Results*” sections of the NT IPDP are completed by the teacher and meet quality standard before exiting or assigning an additional year of support.

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 form with novice teachers;

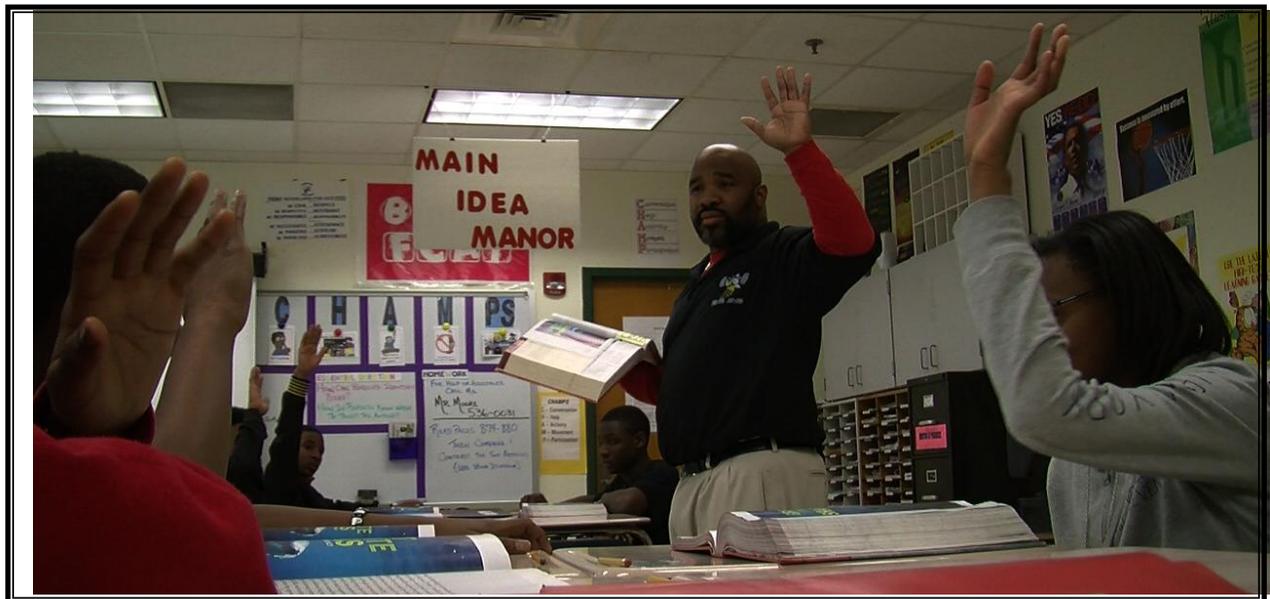
- provide or facilitate school based orientation for novice teachers;
- communicate the professional learning opportunities that are available for mentors;
- meet weekly with novice teachers during first month of school;
- facilitate monthly mentor/mentee MINT meetings with novice teachers throughout the school year;
- assist with development and implementation of the NT IPDP;
- assist with the scheduling of Novice Teacher Observations;
- communicate with MINT Specialist as needed;
- communicate monthly with mentors; and
- ensure that the “*Changes in Practice*” and “*Results*” sections of the NT IPDP are completed by the teacher and meet quality standard before submitting to the principal for their signature at the end of the year.

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 and implementation of the NT 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;
- communicate monthly with PDF;
- attend mentor professional learning sessions (School-based and regional);
- 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;
- assist with scheduling novice teacher observations; and
- ensure that the “*Changes in Practice*” and “*Results*” sections of the NT IPDP are completed by the teacher and meet quality standard before submitting to the principal for their signature at the end of the year.

The novice teacher will

- participate in a school-based orientation;
- schedule and participate in mentor observation cycles with mentor as required;
- 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 various data sources;
- attend Monthly Mentor/Mentee MINT Meetings and other trainings as required;
- provide NT-IPDP documentation/artifacts for review by principal;
- maintain a contact log of support team meetings—document the topics and recommendations discussed;
- maintain a MINT Portfolio to organize/document MINT program requirements (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013); and
- ensure that the “*Changes in Practice*” and “*Results*” sections of the NT IPDP are completed by the teacher and meet quality standard before submitting to the principal for their signature at the end of the year.



MINT Program Portfolio

MINT program participants are required to develop and maintain a MINT portfolio. The purpose of the portfolio is to provide documentation that will assist the novice teacher with demonstrating professional education competency through the Florida Educator Accomplished Practices. In addition, it is a good practice as an educator to maintain a professional learning portfolio.

All DCPS MINT participants hired for the 2013-2014 school year and thereafter will develop and maintain an *electronic* MINT portfolio. Professional learning artifacts and documentation associated with MINT requirements will be uploaded by the novice teacher. All DCPS MINT year 2 and year 3 participants, and all charter schools, will maintain the school-based physical MINT Portfolio. Required documents can be printed from the [DCPS Professional Development Website](#) and the electronic MINT portfolio.

Each member of the novice teacher's support team will have access to view the MINT portfolio documentation and is responsible for providing feedback. All MINT documentation must meet the quality standard and provide support for the teacher's demonstration of professional education competency through the Florida Educator Accomplished Practices. The MINT portfolio checklist and MINT program timeline (see appendices) will provide guidance for contents and due dates.

When the MINT participant has successfully completed the program requirements and demonstrated professional education competence in the classroom, the principal will document program completion through the NT IPDP. All physical MINT Portfolios will be housed in a secure location at the school (location will be designated by the principal) for a period of three years. In the event that a teacher moves to a different DCPS school, the portfolio will follow the teacher to the new school. If the teacher leaves the district the portfolio will remain at the school. After three years, MINT portfolios may be given to the teacher or disposed of in a secure manner.

MINT PROGRAM OBSERVATION REQUIREMENTS

Principal Observations

Initial Screening and Final Exit Observations (CAST Formal 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/Rubric
 - d) Post-observation Conference Tool

Mentor Observations

- Must be completed by the mentor or CET trained support team member
- Must be completed using CET observation tools
- Must include the following:
 - a) Pre-observation Conference tool
 - b) Lesson Plan
 - c) Observation Instrument (CET observation tool and/or Data Analysis Form)
 - d) 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
- CET - Student Focus-Shadowing
- CET - Teacher Movement
- CET - Effective Written Communication
- CET - Effective Oral Communication
- CET - Interview Behaviors

Note: Data Analysis Form can be uploaded for participants using the electronic portfolio in lieu of the observation notes.

Novice Teacher Focus Observations

- The MINT program timeline will provide guidance for observing effective teaching practice requirements.
- 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 the effective teacher and focus of the observation. Use the MINT Focus Observation instrument located on the [DCPS Professional Development Website](#).
- Approved videotaped lessons are acceptable for the Focus Observation. Teachers who are not required to demonstrate PECs are limited to one videotaped lesson. Teachers who must demonstrate PECs may use 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*).

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 and/or mentor 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 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 administrator will complete the CAST Post-Observation Conference instrument.

****All observation forms are located in the manual appendices and on the DCPS Professional Development Website.***

APPENDICES

Professional Learning Requirements Portfolio Checklist

Teacher OTE 119

Student Services OTE 119

Appeals Process Form

Florida Educator Accomplished Practices Assessment

Focus Observation Recording Instrument

Pre-Observation Conference Tool (Administrator and Mentor)

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

Florida Educators Accomplished Practices Learning Log

Contact Log

Novice Teacher Individualized Professional Development Plan

Education Labels/Acronyms

How to Enroll through the Schultz Center Website

Resource List

Observation Forms are available online at
[DCPS Professional Development Website](#).

MINT Program Professional Learning Requirements/Portfolio Checklist

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

Indicate Certification Status: Professional Certificate: **OR** Temporary Certificate: with (check one) No PECs required: PECs required:

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

Florida Educator Accomplished Practices (FEAPs):

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

Professional Certificate: Identify required Accomplished Practices based on area of need.

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

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

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

(A FEAP 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
----	----	----

Temporary Certificate: Professional Education Competence (PEC) Required:

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

Certification Reminders (Temporary Certificate):

Certification questions: 390-2430

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

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

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

**MENTORING AND INDUCTION FOR NOVICE TEACHERS
(OTE 119)**

PARTICIPANT INFORMATION

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

TEACHER ASSIGNMENT INFORMATION

School(s) (<i>List All Schools if more than one</i>)	Grade/Subject	Date Employment Began (m/y)
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TEACHING CERTIFICATE INFORMATION

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

I have a professional certificate and teaching experience. I have applied for verification of employment with my previous employer. Yes No

EDUCATION BACKGROUND INFORMATION

Bachelor's Degree _____
College/University State Graduation Date (m/y)
 Graduated from: College of Education Other (Specify) _____

Practice Teaching/Internship _____
 Yes No Internship School City State Grade/Subject

Advanced Degrees _____
 Yes No Degree Program Major College and Department Graduation Date

Educator Preparation Institute (EPI): _____
 Yes No Institution Completion Date

PUBLIC OR PRIVATE TEACHING EXPERIENCE

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

Pre-K – 12 (exclude substitute teaching)

Grade/Subject	Employment Dates (e.g. 2007-2008)	School Name	School District/State	Certificate (e.g. Temporary or Professional)

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

Grade/Subject	Employment Dates (e.g. 2009-2010)	School Name	School District/State

Participant's Signature

Date of Signature

**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
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APPEALS PROCESS FORM

EDUCATOR NAME: _____

SCHOOL 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 and demonstrate competency in this area in my everyday practice.

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 and/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, 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)

Florida Educator 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, 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

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.

1. What is/are your lesson objective(s)? (Components 1A, 1C)

2. How is/are the lesson objective(s) aligned with state curriculum standards? (Component 1A, 1C)

3. What things did you consider when planning this lesson (e.g., data, previous lessons, etc.)? (Component 1B, 1C, 1F)

4. How will you know if your lesson objective(s) was/were achieved? (Component 1F)

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

Mentor Conference Tool

Novice Teacher Signature: _____

Mentor Signature: _____

Grade Level/Subject Area: _____

Date: _____

Purpose of Learning Log (select one): ___ Post-observation Conference ___ Professional Learning Debrief

Please select the FEAP(s) that align with the focus of your observation or professional learning.

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

What is working? (Novice Teacher Reflections)

What are current challenges or areas of concern?

Novice Teacher Reflections: Use the data from the observation to identify challenges or concerns. With your mentor, prioritize and determine the next area of focus.

SMART Goal: (Strategic and Specific, Measurable, Attainable, Results-based, Time-bound)

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?)

Next Meeting Schedule for: _____

Date: _____

Results: (Was your goal reached? What does the data indicate? What did you learn? Were the planned next steps effective? Was progress made?)

If applicable, continue cycle below.

SMART Goal: (Strategic and Specific, Measurable, Attainable, Results-based, Time-bound)

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?)

Please mark the FEAP(s) that match with the focus of your next observation or professional learning.

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

Next meeting scheduled for: _____

PROFESSIONAL LEARNING OBJECTIVES

To address my Student Achievement SMART Goal and assist with my demonstration of competence in the following Florida Educator Accomplished Practices, I will complete the following specific professional learning:

- | | | |
|--|---|---|
| <input type="checkbox"/> 1) Instructional Design and Lesson Planning | <input type="checkbox"/> 2) The Learning Environment | <input type="checkbox"/> 3) Instructional Delivery and Facilitation |
| <input type="checkbox"/> 4) Assessment | <input type="checkbox"/> 5) Continuous Professional Improvement | <input type="checkbox"/> 6) Professional Responsibility and Ethical Conduct |

Professional Learning : In order to increase my knowledge and skill I will: (minimum of two are required)	Implementation Plans: To meet the needs of my students I will implement the following planning/instructional strategies:	Anticipated Date of Completion	Actual Date of Completion	Mentor Initials
1. Complete the DCPS Florida Code of Ethics of the Education Profession Class.	I will fulfill the expected obligations to students, the public and the education profession as indicated in Florida Code of Ethics of the Education Profession.			
2. Complete CHAMPS Class (available formats are face-to-face and online) and required follow-up activities. The online format requires two courses: Structure and Expectations.	I will collaborate with my team and mentor to implement a positive and proactive classroom management plan (required) that will assist with establishing and maintaining a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.			
<i>Rows may be inserted to accommodate additional objectives if needed.</i>				

Observation Cycle Requirements

**Portfolio Documentation- Administrator: CAST Rubric, Lesson Plan, pre and post observation conference instruments
Mentor: CET data, Lesson Plan, pre-observation instrument and Learning Log**

	Anticipated Date of Completion	Actual Date of Completion	Mentor Initials
Administrator: Initial screening within 45 days of hire (CAST Observation Cycle) Initial Hire Date:			
Mentor/Support Team: (Refer to checklist for required number of observations) CET observation cycle will include pre and post conference using Accomplished Practices Learning Log to debrief. Reference APs observed.		1)	
		2)	
		3)	
		4)	
Novice Teacher: (Refer to checklist for required number of focus observations) Conduct required observations of effective teachers (identified in collaboration with support team). *Use specified observation focus instrument for each observation and debrief with mentor.		1)	
		2)	
		3)	
		4)	
Administrator: MINT Exit Observation (CAST Final Observation Cycle) <i>(Applies only to Educator who must demonstrate Professional Education Competency (Educator Accomplished Practices))</i>			

Artifacts and evidence demonstrating implementation of professional development learning objectives and planning instructional strategies will include but not be limited to: lesson plans, student data, support team observation cycles, pre and post observation conference instruments.

CHANGES IN EDUCATOR'S PRACTICES: (attach your response in a word document)

**How did the professional learning objectives you completed align with your intended goals?
Discuss how you changed your professional practices as a result of your professional learning.**

RESULTS: (attach your response in a word document)

Describe how students improved as a result of your professional learning and its application in your classroom. Consider the results of summative as well as formative assessments, including teacher observations, linked with the Student Achievement SMART Goal.

IPDP REVIEW DATES

Educator Signature: _____ **Principal Signature** _____

Mid-Year Review Date _____ **End of Year Review Date:** _____
(as needed)

MINT STATUS

All educators with a Temporary Certificate AND PEC requirement will complete a 2 year MINT support program.

**Principal
Initials**

The MINT participant has successfully completed the program requirements, demonstrates professional education competence, and will exit MINT.

Yes

No

Contingent upon contract renewal, the MINT participant will continue MINT program support requirements.

Yes

No

2013-14 DCPS Mentoring and Induction for Novice Teachers (MINT) Program Timeline Month 1 & 2

Support Team Member	Expectations	Suggested Implementation Strategies
Principal and/or Assistant Principal	Identify novice teacher support team within first week of hire	<ul style="list-style-type: none"> • Collaborate with PDF to identify and assign CET trained mentor within the novice teacher’s first week of hire • When assigning mentors consider subject/grade level, certification, common planning, proximity, interpersonal skills
	Monitor support provided to novice teachers	<ul style="list-style-type: none"> • Attend school-based mentor/novice teacher MINT Meetings as needed • Communicate frequently with support team during the first month of hire and throughout the year • Access available funding (through MINT office) to provide release time for mentor/mentee collaboration and observations • Provide input for initiation of Novice Teacher IPDP and monitor as needed (CAST Post-conference) • Review required MINT documentation as needed (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
PDF	Review roles and responsibilities	<ul style="list-style-type: none"> • Refer to PDF manual
	Collaborate with principal to identify CET trained mentors and assign to novice teachers	<ul style="list-style-type: none"> • Establish a system to identify new teachers and assign mentors in collaboration with principal • When identifying mentors consider subject/grade level, certification, common planning, proximity, interpersonal skills • Notify mentor and novice teacher of assignment and make introductions during first week of hire
	Facilitate school orientation for novice teachers	<ul style="list-style-type: none"> • Collaborate with principal to provide a presentation to orient teachers to the school during the week of pre-planning or first weeks of hire • Make orientation available on the school’s share drive for review as teachers are hired throughout the year
	Meet weekly with novice teachers during the first month of school and monthly thereafter	<ul style="list-style-type: none"> • Schedule a time once a week before or after school • Utilize technology tools: Adobe Connect, Skype, E-mentoring, etc. • Use Florida Educator Accomplished Practices Learning Log to guide support and next steps

PDF Cont.	Monitor and support completion of novice teacher's MINT requirements	<ul style="list-style-type: none"> • Confirm that teachers new to district have completed an OTE 119 during employment set-up • Enter support team member user names to establish electronic MINT Portfolio (teachers hired after 8/1/2013) • Facilitate completion of Appeals Process form with novice teachers who hold a temporary certificate • Verify completion of Novice Teacher Self-assessment • Remind novice teachers to sign up for CHAMPS (school-based, region-based or online) and Ethics • Assist MINT participants with development of the Novice Teacher IPDP <ul style="list-style-type: none"> ○ Provide support during monthly mentor/novice teacher MINT meetings ○ Incorporate support during common planning and PLC times ○ Review information on Professional Development website with mentors and novice teachers • Support selection of effective teachers for novice teachers to observe and assist with scheduling Novice Teacher Focus Observations (utilize: video observations, Coaching Cycle, Lesson Study) <ul style="list-style-type: none"> ○ When possible, coach teachers through real-time or videotaped focus observations using the Novice Teacher Focus Observation tool • Monitor completion and submission of required MINT documentation (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
	Support Mentors	<ul style="list-style-type: none"> • Review mentor roles and responsibilities in MINT manual with mentors • Notify mentors of professional learning opportunities <ul style="list-style-type: none"> ○ Share school and region-based training schedules ○ Share monthly reminders • Facilitate school-based mentor training as needed
	Communicate with support team and district MINT Specialist as needed	<ul style="list-style-type: none"> • Utilize MINT Specialist as a resource for mentor/novice teacher MINT meetings • Refer to and share monthly PDF reminders/newsletters with school-based support team • Share monthly mentor/novice teacher MINT meeting schedules and agendas with school-based support team
Mentor	Review roles and responsibilities	<ul style="list-style-type: none"> • Refer to MINT Manual
	Assist with school orientation	<ul style="list-style-type: none"> • Introduce yourself to your mentee within first week of school • Assist PDF as needed to create a presentation to orient teachers to the school during the week of pre-planning or first weeks of hire • Follow-up with mentee to address further questions or concerns during scheduled meetings

Mentor Cont.	Provide weekly novice teacher support	<ul style="list-style-type: none"> • Schedule meeting times before or after school • Utilize technology tools: email, text, Skype, etc. • Use an interactive journal • Make use of common planning and PLC times • Utilize the Florida Educator Accomplished Practices Learning Log to guide support and next steps • Maintain contact log of meetings with novice teachers (required for inservice points)
	Conduct informal observation visits with brief written comments	<ul style="list-style-type: none"> • Utilize available school and district observation forms (i.e. 2+2 form, Feedback Form, Data Collection Instruments, etc.) • Debrief observation notes with novice teachers
	Monitor and support completion of novice teacher's MINT requirements	<ul style="list-style-type: none"> • Debrief New Teacher Self-assessment data to prioritize support and identify next steps • Assist novice teachers with registration for CHAMPS (school, region-based or online) and Ethics • Assist with identifying effective teachers for novice teachers to observe and assist with scheduling Novice Teacher Focus Observations (utilize: video observations, Coaching Cycle, Lesson Study) <ul style="list-style-type: none"> ○ When possible, coach novice teachers through real-time or videotaped focus observations using the Novice Teacher Focus Observation tool • Assist novice teachers with development of Novice Teacher IPDP <ul style="list-style-type: none"> ○ Assist during monthly mentor/novice teacher MINT meetings ○ Assist during common planning and PLC times • Monitor submission of required MINT documents (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
	Attend school and/or region-based mentor professional learning opportunities	<ul style="list-style-type: none"> • Visit Professional Development website for training dates • Refer to mentor newsletter/reminders • Collaborate with mentors within and across schools
	Communicate with PDF monthly	<ul style="list-style-type: none"> • Attend monthly mentor/novice teacher MINT meetings
Novice Teacher	Participate in school orientation	<ul style="list-style-type: none"> • Contact PDF and mentor for schedule
	Meet with mentor for reflective collaboration	<ul style="list-style-type: none"> • Schedule collaboration time with mentor once a week and maintain a contact log <ul style="list-style-type: none"> ○ Utilize MINT meetings, common planning and PLC times ○ Schedule time before and after school as needed ○ Utilize technology for communicating • Use the Florida Educator Accomplished Practices Learning Log to guide support and plan next steps

Novice Teacher Cont.	Complete MINT requirements	<ul style="list-style-type: none"> • Review Statement of Eligibility and contact DCPS Certification Office to address questions • Complete Appeals Process form and upload to electronic MINT Portfolio (teachers hired after 8/1/2013 with temporary certification) • Complete Novice Teacher Self-assessment and discuss data with mentor (upload document to electronic MINT Portfolio) • Schedule mentor observation during the first 4-6 weeks from date of hire and each quarter thereafter (each semester for professionally certified teachers) • Develop Novice Teacher IPDP in collaboration with support team using various data sources • Register for CHAMPS (school, region-based or online) and Ethics training • Observe an effective teacher using Novice Teacher Focus Observation tool within the first 4-6 weeks after hire and each quarter thereafter (each semester for professionally certified teachers) <ul style="list-style-type: none"> ○ Observations may include: approved videotaped lessons, model lessons, Coaching Cycle, or Lesson Study with coach ○ Debrief the focus observation and plan next steps with mentor • Maintain a MINT portfolio to organize and document MINT requirements (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013) • Participate in monthly mentor/novice teacher MINT meetings
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*The novice teacher support team includes a principal or assistant principal, PDF and a CET trained mentor. Additional support may include coaches, content peers, district specialists and MINT Specialist.

2013-14 DCPS Mentoring and Induction for Novice Teachers (MINT) Program Timeline Month 3 & 4

Support Team Member	Expectations	Suggested Implementation Strategies
Principal and/or Assistant Principal	Monitor support provided to novice teachers	<ul style="list-style-type: none"> • Complete Initial Screening (1st CAST Observation Cycle) within 45 days of hire <ul style="list-style-type: none"> - Coordinate with other administrators to conduct observations as needed • Monitor implementation of Novice Teacher IPDP as needed (CAST Post-conference) • Attend school-based mentor/ novice teacher MINT meetings as needed • Communicate frequently with support team throughout the year as needed • Access available funding (through MINT Office) to provide release time for mentor/mentee collaboration and observations • Review required MINT documentation as needed (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
PDF	Monitor and support completion of novice teacher's MINT requirements	<ul style="list-style-type: none"> • Continue to identify new teachers and assign mentors in collaboration with principal • Facilitate monthly mentor/novice teacher MINT meetings • Monitor implementation of Novice Teacher IPDP as needed • Support novice teachers in preparing for Initial Screening (1st CAST Observation) within 45 days of hire • Remind novice teachers to register for CHAMPS (school-based, region-based or online) and Ethics • Support selection of effective teachers for novice teachers to observe and assist with scheduling Novice Teacher Focus Observations (utilize: video observations, Coaching Cycle, Lesson Study) <ul style="list-style-type: none"> ○ When possible, coach teachers through real-time or videotaped focus observations using the Novice Teacher Focus Observation tool • Monitor CET Mentor Observation or Coaching Cycle with novice teachers and mentors • Monitor completion and submission of required MINT documents (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
	Support Mentors	<ul style="list-style-type: none"> • Facilitate school-based mentor training as needed • Utilize technology tools: Adobe Connect, Skype, E-mentoring, etc. • Notify mentors of professional learning opportunities <ul style="list-style-type: none"> ○ Share school and region-based training schedules and monthly reminders
	Communicate with leadership team and district	<ul style="list-style-type: none"> • Refer to and share monthly PDF reminders/newsletters with school-based support team • Utilize MINT Specialist as a resource for mentor/novice teacher MINT meetings

PDF Cont.	MINT Specialist as needed	<ul style="list-style-type: none"> • Participate in professional learning opportunities and share with leadership team • Share monthly mentor/novice teacher MINT meeting schedules and agendas with support team
Mentor	Conduct informal observation visits with brief written comments	<ul style="list-style-type: none"> • Utilize available school and district observation forms (i.e. 2+2 Form, Feedback Form, Data Collection Instruments, etc.) • Debrief observation notes with novice teachers
	Attend school and/or region-based mentor professional learning opportunities	<ul style="list-style-type: none"> • Visit Professional Development website for training dates • Refer to mentor newsletter/reminders • Collaborate with mentors within and across schools
	Communicate with PDF monthly	<ul style="list-style-type: none"> • Attend monthly mentor/novice teacher MINT meetings
	Monitor and support completion of novice teacher's MINT requirements	<ul style="list-style-type: none"> • Support novice teachers in preparing for Initial Screening (1st CAST) within 45 days of hire • Assist novice teachers with registration for CHAMPS (school-based, region-based or online) and Ethics • Conduct quarterly CET Mentor Observation or Coaching Cycle within the first 4-6 weeks from date of hire and each quarter thereafter (each semester for professionally certified teachers) <ul style="list-style-type: none"> ○ Schedule with novice teacher during monthly MINT meetings ○ Review pre-conference questions and lesson plan with novice teacher ○ Conduct observation using CET or Coaching Cycle forms and organize data using Data Analysis Form ○ Conduct post conference using the Florida Educator Accomplished Practices Learning Log in collaboration with novice teacher • Assist with identifying effective teachers for novice teachers to observe and assist with scheduling Novice Teacher Focus Observations (utilize: video observations, Coaching Cycle, Lesson Study) <ul style="list-style-type: none"> ○ When possible, coach novice teachers through real-time or videotaped focus observations using the Novice Teacher Focus Observation tool • Monitor implementation of Novice Teacher IPDP • Monitor submission of required MINT documents (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
Provide weekly novice teacher support	<ul style="list-style-type: none"> • Schedule meeting times before or after school • Make use of common planning and PLC times • Utilize technology tools: email, Skype, etc. • Use an interactive journal • Utilize the Florida Educator Accomplished Practices Learning Log to guide support and next steps • Maintain contact log of meetings with novice teachers (required for inservice points) 	

Novice Teacher	Complete MINT requirements	<ul style="list-style-type: none"> • Review Statement of Eligibility and contact DCPS Certification Office to address questions • Register for CHAMPS (school-based, region-based or online) and Ethics training <ul style="list-style-type: none"> ○ Register for training through Schultz Center ERO • Participate in mentor observation 4-6 weeks apart and each quarter thereafter (each semester for professionally certified teachers) <ul style="list-style-type: none"> ○ Schedule with mentor during monthly MINT meetings ○ Answer pre-conference questions and share lesson plan with mentor ○ Participate in post conference with mentor using the Florida Educator Accomplished Practices Learning Log • Observe an effective teacher using Novice Teacher Focus Observation tool 4-6 weeks apart and each quarter thereafter (each semester for professionally certified teachers) <ul style="list-style-type: none"> ○ Observations may include: approved videotaped lessons, model lessons, Coaching Cycle, or Lesson Study with coach ○ Debrief the focus observation and plan next steps with mentor • Maintain a MINT portfolio to organize and document MINT requirements (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013) • Maintain Novice Teacher IPDP in collaboration with support team using various data sources • Participate in monthly mentor/novice teacher MINT meetings
	Meet with mentor for reflective collaboration	<ul style="list-style-type: none"> • Schedule collaboration time with mentor once a week and maintain a contact log • Use the Florida Educator Accomplished Practices Learning Log to guide support and plan next steps

The novice teacher support team includes a principal or assistant principal, PDF and a CET trained mentor. Additional support may include coaches, content peers, district specialists and MINT Specialist.

2013-14 DCPS Mentoring and Induction for Novice Teachers (MINT) Program Timeline Month 5 & 6

Support Team Member	Expectations	Suggested Implementation Strategies
Principal and/or Assistant Principal	Monitor support provided to novice teachers	<ul style="list-style-type: none"> • Monitor implementation of Novice Teacher IPDP as needed • Attend school-based mentor/ novice teacher MINT Meetings as needed • Communicate frequently with support team throughout the year as needed • Access available funding (through MINT Office) to provide release time for mentor/mentee collaboration and observations • Review required MINT documentation as needed (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
PDF	Monitor and support completion of novice teacher's MINT requirements	<ul style="list-style-type: none"> • Continue to identify new teachers and assign mentors in collaboration with principal • Facilitate monthly mentor/novice teacher MINT meetings • Monitor implementation of Novice Teacher IPDP as needed • Remind novice teachers to register for CHAMPS (school-based, region-based or online) and Ethics • Support selection of effective teachers for novice teachers to observe and assist with scheduling Novice Teacher Focus Observations (utilize: video observations, Coaching Cycle, Lesson Study) <ul style="list-style-type: none"> ○ When possible, coach teachers through real-time or videotaped focus observations using the Novice Teacher Focus Observation tool • Monitor CET Mentor Observation or Coaching Cycle with novice teachers and mentors • Monitor completion and submission of required MINT documents (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
	Support Mentors	<ul style="list-style-type: none"> • Facilitate school-based mentor training as needed • Utilize technology tools: Adobe Connect, Skype, E-mentoring, etc. • Notify mentors of professional learning opportunities <ul style="list-style-type: none"> ○ Share school and region-based training schedules and monthly reminders
	Communicate with leadership team and district MINT Specialist as needed	<ul style="list-style-type: none"> • Refer to and share monthly PDF reminders/newsletters with school-based support team • Utilize MINT Specialist as a resource for mentor/novice teacher MINT meetings • Participate in professional learning opportunities and share with leadership team • Share monthly mentor/novice teacher MINT meeting schedules and agendas with support team
Mentor	Monitor and support completion of novice	<ul style="list-style-type: none"> • Assist novice teachers with registration for CHAMPS (school-based, region-based or online) and Ethics • Conduct quarterly CET Mentor Observation or Coaching Cycle 4-6 weeks apart and each quarter

Mentor Cont.	teacher's MINT requirements	<p>thereafter (each semester for professionally certified teachers)</p> <ul style="list-style-type: none"> ○ Schedule with novice teacher during monthly MINT meetings ○ Review pre-conference questions and lesson plan with novice teacher ○ Conduct observation using CET or Coaching Cycle forms and organize data using Data Analysis Form ○ Conduct post conference using the Florida Educator Accomplished Practices Learning Log in collaboration with novice teacher <ul style="list-style-type: none"> ● Assist with identifying effective teachers for novice teachers to observe and assist with scheduling Novice Teacher Focus Observations (utilize: video observations, Coaching Cycle, Lesson Study) <ul style="list-style-type: none"> ○ When possible, coach novice teachers through real-time or videotaped focus observations using the Novice Teacher Focus Observation tool ● Monitor implementation of Novice Teacher IPDP as needed ● Monitor submission of required MINT documents (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
	Conduct informal observation visits with brief written comments	<ul style="list-style-type: none"> ● Utilize available school and district observation forms (i.e. 2+2 Form, Feedback Form, Data Collection Instruments, etc.) ● Debrief observation notes with novice teachers
	Attend school and/or region-based mentor professional learning opportunities	<ul style="list-style-type: none"> ● Visit Professional Development website for training dates ● Refer to mentor newsletter/reminders ● Collaborate with mentors within and across schools
	Communicate with PDF monthly	<ul style="list-style-type: none"> ● Attend monthly mentor/novice teacher MINT meetings
	Provide weekly novice teacher support	<ul style="list-style-type: none"> ● Schedule meeting times before or after school ● Make use of common planning and PLC times ● Utilize technology tools: email, Skype, etc. ● Use an interactive journal ● Utilize the Florida Educator Accomplished Practices Learning Log to guide support and next steps ● Maintain contact log of meetings with novice teachers (required for inservice points)
Novice Teacher	Complete MINT requirements	<ul style="list-style-type: none"> ● Review Statement of Eligibility and contact DCPS Certification Office to address questions ● Register for CHAMPS (school-based, region-based or online) and Ethics training <ul style="list-style-type: none"> ○ Register for training through Schultz Center ERO ● Participate in mentor observation 4-6 weeks apart and each quarter thereafter (each semester for professionally certified teachers) <ul style="list-style-type: none"> ○ Schedule with mentor during monthly MINT meetings ○ Answer pre-conference questions and share lesson plan with mentor

Novice Teacher Cont.		<ul style="list-style-type: none"> ○ Participate in post conference using the Florida Educator Accomplished Practices Learning Log in collaboration with mentor ● Observe an effective teacher using Novice Teacher Focus Observation tool 4-6 weeks apart and each quarter thereafter (each semester for professionally certified teachers) <ul style="list-style-type: none"> ○ Observations may include: approved videotaped lessons, model lessons, Coaching Cycle, or Lesson Study with coach ○ Debrief the focus observation and plan next steps with mentor ● Maintain a MINT portfolio to organize and document MINT requirements (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013) ● Review Novice Teacher IPDP with support team using various data sources ● Participate in monthly mentor/novice teacher MINT meetings
	Meet with mentor for reflective collaboration	<ul style="list-style-type: none"> ● Schedule collaboration time with mentor once a week and maintain a contact log <ul style="list-style-type: none"> ○ Utilize MINT meetings, common planning and PLC times ○ Schedule time before and after school as needed ○ Utilize technology for communicating ● Use the Florida Educator Accomplished Practices Learning Log to guide support and plan next steps

*The novice teacher support team includes a principal or assistant principal, PDF and a CET trained mentor. Additional support may include coaches, content peers, district specialists and MINT Specialist.

2013-14 DCPS Mentoring and Induction for Novice Teachers (MINT) Program Timeline Month 7 & 8

Support Team Member	Expectations	Suggested Implementation Strategies
Principal and/or Assistant Principal	Monitor support provided to novice teachers	<ul style="list-style-type: none"> • Attend school-based mentor/novice teacher MINT meetings as needed • Monitor implementation of Novice Teacher IPDP as needed • Communicate frequently with support team throughout the year as needed • Access available funding (through MINT Office) to provide release time for mentor/mentee collaboration and observations • Complete annual evaluations of novice teachers • Conduct MINT Exit Observation (CAST Final Observation Cycle) during the 2nd or 3rd year for teachers holding temporary certificates required to demonstrate professional education competence • Review required MINT documentation as needed (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
PDF	Monitor and support completion of novice teacher's MINT requirements	<ul style="list-style-type: none"> • Continue to identify new teachers and assign mentors in collaboration with principal • Facilitate monthly mentor/novice teacher MINT meetings • Monitor implementation of Novice Teacher IPDP as needed • Remind novice teachers to register for CHAMPS (school-based, region-based or online) and Ethics • Support selection of effective teachers for novice teachers to observe and assist with scheduling Novice Teacher Focus Observations (utilize: video observations, Coaching Cycle, Lesson Study) <ul style="list-style-type: none"> ○ When possible, coach teachers through real-time or videotaped focus observations using the Novice Teacher Focus Observation tool • Monitor CET Mentor Observation or Coaching Cycle with novice teachers and mentors • Monitor completion and submission of required MINT documents (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
	Support Mentors	<ul style="list-style-type: none"> • Facilitate school-based mentor training as needed • Utilize technology tools: Adobe Connect, Skype, E-mentoring, etc. • Notify mentors of professional learning opportunities <ul style="list-style-type: none"> ○ Share school and region-based training schedules and monthly reminders
	Communicate with leadership team and district	<ul style="list-style-type: none"> • Refer to and share monthly PDF reminders/newsletters with school-based support team • Utilize MINT Specialist as a resource for mentor/novice teacher MINT meetings

PDF Cont.	MINT Specialist as needed	<ul style="list-style-type: none"> • Participate in professional learning opportunities and share with leadership team • Share monthly mentor/novice teacher MINT meeting schedules and agendas with support team
Mentor	Monitor and support completion of novice teacher's MINT requirements	<ul style="list-style-type: none"> • Assist novice teachers with registration for CHAMPS (school-based, region-based or online) and Ethics • Conduct quarterly CET Mentor Observation or Coaching Cycle 4-6 weeks apart and each quarter thereafter (each semester for professionally certified teachers) <ul style="list-style-type: none"> ○ Schedule with novice teacher during monthly MINT meetings ○ Review pre-conference questions and lesson plan with novice teacher ○ Conduct observation using CET or Coaching Cycle forms and organize data using Data Analysis Form ○ Conduct post conference using the Florida Educator Accomplished Practices Learning Log in collaboration with novice teacher • Assist with identifying effective teachers for novice teachers to observe and assist with scheduling Novice Teacher Focus Observations (utilize: video observations, Coaching Cycle, Lesson Study) <ul style="list-style-type: none"> ○ When possible, coach novice teachers through real-time or videotaped focus observations using the Novice Teacher Focus Observation tool • Monitor implementation of Novice Teacher IPDP as needed • Monitor submission of required MINT documents (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
	Conduct informal observation visits with brief written comments	<ul style="list-style-type: none"> • Utilize available school and district observation forms (i.e. 2+2 Form, Feedback Form, Data Collection Instruments, etc.) • Debrief observation notes with novice teachers
	Communicate with PDF monthly	<ul style="list-style-type: none"> • Attend monthly mentor/novice teacher MINT meetings
	Attend school and/or region-based mentor professional learning opportunities	<ul style="list-style-type: none"> • Visit Professional Development website for training dates • Refer to mentor newsletter/reminders • Collaborate with mentors within and across schools
	Provide biweekly novice teacher support	<ul style="list-style-type: none"> • Schedule meeting times before or after school • Make use of common planning and PLC times • Utilize technology tools: email, Skype, etc. • Use an interactive journal • Utilize the Florida Educator Accomplished Practices Learning Log to guide support and next steps • Maintain contact log of meetings with novice teachers (required for inservice points)

Novice Teacher	Complete MINT requirements	<ul style="list-style-type: none"> • Review Statement of Eligibility and contact DCPS Certification Office to address questions • Print Certificates of Completion for CHAMPS (including Classroom Management Plan) and Ethics (upload documents to electronic MINT Portfolio) • Participate in mentor observation 4-6 weeks apart and each quarter thereafter (each semester for professionally certified teachers) <ul style="list-style-type: none"> ○ Schedule with mentor during monthly MINT meetings ○ Answer pre-conference questions and share lesson plan with mentor ○ Participate in post conference using the Florida Educator Accomplished Practices Learning Log in collaboration with mentor • Observe an effective teacher using Novice Teacher Focus Observation tool 4-6 weeks apart and each quarter thereafter (each semester for professionally certified teachers) <ul style="list-style-type: none"> ○ Observations may include: approved videotaped lessons, model lessons, Coaching Cycle, or Lesson Study with coach ○ Debrief the focus observation and plan next steps with mentor • Maintain a MINT portfolio to organize and document MINT requirements (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013) • Review Novice Teacher IPDP with support team using various data sources • Participate in monthly mentor/novice teacher MINT meetings
	Meet with mentor for reflective collaboration	<ul style="list-style-type: none"> • Schedule collaboration time with mentor every two weeks and maintain a contact log <ul style="list-style-type: none"> ○ Utilize MINT meetings, common planning and PLC times ○ Schedule time before and after school as needed ○ Utilize technology for communicating • Use the Florida Educator Accomplished Practices Learning Log to guide support and plan next steps

*The novice teacher support team includes a principal or assistant principal, PDF and a CET trained mentor. Additional support may include coaches, content peers, district specialists and MINT Specialist.

2013-14 DCPS Mentoring and Induction for Novice Teachers (MINT) Program Timeline Month 9 & 10

Support Team Member	Expectations	Suggested Implementation Strategies
Principal and/or Assistant Principal	Monitor support provided to novice teachers	<ul style="list-style-type: none"> • Attend school-based mentor/novice teacher MINT meetings as needed • Communicate frequently with support team throughout the year as needed • Verify completion of IPDP and indicate MINT status with novice teacher during year end review • Review required MINT documentation as needed (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
PDF	Monitor and support completion of novice teacher's MINT requirements	<ul style="list-style-type: none"> • Meet and discuss completion of Novice Teacher IPDP (ensure Changes in Practice and Results sections are completed by novice teacher prior to principal and novice teacher review) • Monitor completion and submission of required MINT documentation (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
	Support Mentors	<ul style="list-style-type: none"> • Refer to and share monthly PDF reminders/newsletters with school-based support team
	Communicate with leadership team and district MINT Specialist as needed	<ul style="list-style-type: none"> • Refer to and share monthly PDF reminders/newsletters with school-based support team • Utilize MINT Specialist as a resource for mentor/novice teacher MINT meetings • Share monthly mentor/novice teacher MINT meeting schedules and agendas with support team
Mentor	Monitor and support completion of novice teacher's MINT requirements	<ul style="list-style-type: none"> • Meet and discuss completion of Novice Teacher IPDP (ensure Changes in Practice and Results sections are completed by novice teacher prior to principal and novice teacher review) • Monitor submission of required MINT documents (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013)
	Conduct informal observation visits with brief written comments	<ul style="list-style-type: none"> • Utilize available school and district observation forms (i.e. 2+2 Form, Feedback Form, Data Collection Instruments, etc.) • Debrief observation notes with novice teachers
	Communicate with PDF monthly	<ul style="list-style-type: none"> • Attend monthly mentor/novice teacher MINT meetings
	Provide biweekly novice teacher support	<ul style="list-style-type: none"> • Schedule meeting times before or after school • Make use of common planning and PLC times • Utilize technology tools: email, Skype, etc. • Use an interactive journal • Utilize the Florida Educator Accomplished Practices Learning Log to guide support and next

Mentor Cont.		<p>steps</p> <ul style="list-style-type: none"> • Maintain contact log of meetings with novice teachers (required for inservice points)
Novice Teacher	Complete MINT requirements	<ul style="list-style-type: none"> • Review Statement of Eligibility and contact DCPS Certification Office to address questions • Print Certificates of Completion for CHAMPS (including Classroom Management Plan) and Ethics (upload documents to electronic MINT Portfolio) • Complete and review Novice Teacher IPDP with support team (including Changes in Practice and Results sections) • Maintain a MINT portfolio to organize and document MINT requirements (electronic version for teachers hired after 8/1/2013 and physical portfolio for teachers hired prior to 8/1/2013) • Participate in monthly mentor/novice teacher MINT meetings
	Meet with mentor for reflective collaboration	<ul style="list-style-type: none"> • Schedule collaboration time with mentor every two weeks and maintain a contact log <ul style="list-style-type: none"> ○ Utilize MINT meetings, common planning and PLC times ○ Schedule time before and after school as needed ○ Utilize technology for communicating • Use the Florida Educator Accomplished Practices Learning Log to guide support and plan next steps

*The novice teacher support team includes a principal or assistant principal, PDF and a CET trained mentor. Additional support may include coaches, content peers, district specialists and MINT Specialist.

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
AVID	Advancement Via Individual Determination; a program designed to help underachieving secondary students
MINT Specialist	MINT Support Resource
CAST	Collaborative Assessment System for Teachers; District teacher evaluation system
CBC	Common Board Configuration
CCSS	Common Core State Standards
CET	Clinical Educator Training: provides training for approved observers in the use of observation instruments, conferencing, and coaching
CHAMPS	A Proactive Approach to Classroom Management: Conversation, Help, Activity, Movement, Participation
DCPS	Duval County Public Schools
DI	Differentiated Instruction
DOE	Department of Education; Florida State Department of Education
DTU	Duval Teachers United
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
FTE	Full Time Equivalent (Students): student enrollment used for funding schools
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 Proficiency
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
OTE	Office of Teacher Education
PDF	Professional Development Facilitator
PEC	Professional Educator Competencies
PET	Professional Educator Test
PMA	Progress Monitoring Assessments
RtI	Response to Intervention
SAC	School Advisory Council
SES	Supplemental Education Services: helps students from low-income families receive tutoring
SIP	School Improvement Plan
SLD	Specific Learning Disabled
SOE	Statement 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
TDE	Temporary Duty Elsewhere: work performed away from normal work site
VE	Varying Exceptionalities
VPK	Voluntary Pre-K

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

<u>Alternative Certification Program</u>	390-2627
<u>Benefits</u>	390-2351/390-2353
<u>Certification</u>	390-2376
<u>Diversity</u>	348-7737
<u>ESOL Endorsement</u>	348-7887
<u>Human Resource Support Services</u>	390-2840
Employment Verification	390-2400
Employment Records	390-2106
Extended Leave	390-2065
Compensation	390-2055
In-service Points	Available on-line through <i>My Profile</i> and through the school CRT Operator
<u>Mentoring and Induction for Novice Teachers (MINT)</u>	
Program information	348-7769
MINT Specialist Team	
Felicia Lammi	348-5766
Deirdra McDowell- Sutton	348-7895
Amber Pringle	348-7841
Karen Rosemond	348-7218
<u>Professional Development</u>	348-7807
Recertification	
Master In-service Plan Points	348-7807
College Coursework	390-2376
<u>Schultz Center for Teaching and Leadership</u>	348-5757
<u>Wellness and Employee Assistance</u>	390-2916