MENTORING AND INDUCTION FOR NOVICE TEACHERS

Duval County Public Schools

Jacksonville, Florida
2011 – 2012

DUVAL COUNTY PUBLIC SCHOOLS
Jacksonville, Florida

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MENTORING AND INDUCTION FOR NOVICE TEACHERS PROGRAM
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Manual and Observation Forms (available online at http://www.duvalschools.org/newteachers)

Mentoring and Induction for Novice Teachers
STATEMENT OF PURPOSE

Teacher quality is recognized as one of the most important factors in promoting student achievement (Sanders & Rivers, 1996; Darling-Hammond & Youngs, 2002). The purpose of the DCPS **M**entoring and **I**nduction for **N**ovice **T**eachers, or **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

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

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The Educator Accomplished Practices
Purpose and Foundational Principles

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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.

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The Educator Accomplished Practices

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

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

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

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

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

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

6) Professional Responsibility and Ethical Conduct.

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

MINT PROGRAM GUIDELINES

The first years of a teacher's career are critically important regardless of degree major, preparation, or certification status. As a component of the MINT program, each newly hired DCPS teacher will have a school-based mentor and support team. The team will work collaboratively to develop an individual professional development plan that will provide the novice teacher with guidance regarding professional learning and instructional support strategies. 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.
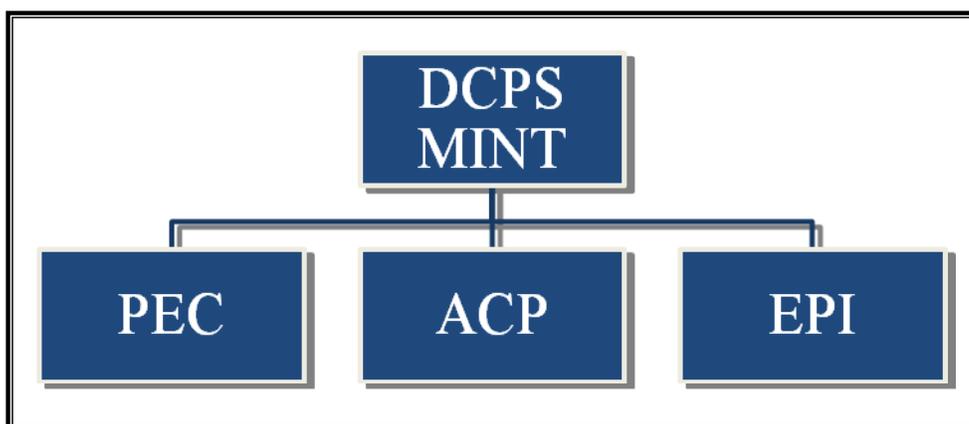
MINT Program for Professionally Certified Teachers Individuals who have completed all Florida Educator Professional Certification requirements participate in the MINT program for their first year of teaching in the district. The program requirements are specified in the novice teacher's individual professional development plan (NT-IPDP) and include: principal and mentor observation cycles, focus observations, self-reflection, and professional development activities based on Florida's Accomplished Practices.

Professional Education Competence Program (PEC) Novice teachers who hold temporary certification are provided a Statement of Status of Eligibility from the Florida Department of Education 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 Demonstration Program. Successful completion of the district's PEC program will meet this requirement.

District PEC program participants receive induction support for a minimum of two years. The program requirements are specified in the novice teacher's individual professional development plan (NT-IPDP) during each year of participation and include: principal and mentor observation cycles, focus observations, self-reflection, and professional development activities

based on Florida's Accomplished Practices. The principal will review the novice teacher's PEC program artifacts and evidence to determine whether the teacher has demonstrated competency in the required Florida Educator Accomplished Practices.

DCPS Alternative Certification Program (ACP) Teachers may meet the State's PEC mandate in addition to satisfying requirements for education coursework through the district's Alternative Certification Program. ACP participants continue to have support through the MINT program and school-based support team. The novice teacher individual professional development plan (NT IPDP) will reflect the requirements of the district ACP program. Information about DCPS ACP is located on the New Teacher Website www.duvalschools.org/newteachers

Educator Preparation Institute Program (EPI) Many colleges and universities offer alternative routes to certification. State approved programs satisfy both PEC and education coursework requirements. EPI participants continue to have support through the MINT program and school-based support team. The NT IPDP will reflect the requirements of the EPI program. Information about the program is also located on the New Teacher Website.

MINT PROGRAM COMPLETION REQUIREMENTS

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

Novice Teachers who hold Professional Certification <u>and</u> 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 Focus Observation Instrument.
- Participate in the principal's Initial Screening observation cycle which will be conducted within the first 45 days of hire.
- Implement a novice teacher individual professional development plan (NT IPDP) that includes professional development objectives and planning/instructional strategies to support demonstration of Florida Educator Accomplished Practices.
- Participate in **two** observation cycles that include pre and post conferences by a member of the support team. Observations should occur during first and second semesters.
- 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 Focus Observation Instrument. Observations should occur during each quarter/semester.

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

- Participate in Mentor observation cycles: **four** during year 1, **two** during year 2, and **one** during year 3 if required. Observations should occur during each quarter/semester.

- Participate in the principal's MINT exit observation cycle (final program year).

- Obtain the principal's verification of satisfactory demonstration of competency in the specified Accomplished Practices during year 1, year 2, and year 3 (if required) of the temporary certification period to be documented through the NT IPDP.

- Upon documentation of acceptance into the DCPS Alternative Certification Program or a post-secondary Educator Preparation Institute, the NT IPDP will be modified to allow the mentor observation requirements and 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.

- *Teachers with less than a full three-year time 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 VIEW

Documents and Activities	Professional Certificate or Temporary with <u>NO</u> PEC Requirement	Temporary Certificate with PEC Requirement		
		Year 1	Year 2	Year 3
OTE 119/Appeals Process	✓	✓	-	-
Copy of Certificate	✓	✓		
Copy of FLDOE Statement of Status of Eligibility	n/a	✓	-	-
NT Self-Assessment	✓	✓	✓	✓
NT IPDP (*Program Guide*)	✓	✓	✓	✓
Principal's Initial Screening Observation Cycle	✓	✓	-	-
Mentor Observation Cycles	2	4	2	1
Novice Teacher Focus Observations	2	4	2	1
Principal's MINT Exit Observation Cycle	n/a	n/a	✓	✓
Accomplished Practices Documentation	✓			
Demonstration of Professional Education Competence program certification requirements	n/a	✓	✓	✓

NOTE: School psychologists/guidance counselors will use instruments that have been developed by the Department of Education.

REMINDERS

1. All coursework, testing, and certification information questions are to be referred to the DCPS Certification Office (390-2376).

2. It is the responsibility of the support team to ensure timely scheduling of observations.

3. All Accomplished Practices documentation must be <u>created and completed</u> by the participant.

4. Principals may require more than the minimum observations and Accomplished Practices documentation for completion of the MINT program.

5. Successful completion of NT IPDP activities and strategies alone does <u>*NOT*</u> indicate demonstration of Professional Education Competence.

6. Upon documentation of acceptance into the DCPS Alternative Certification Program or a post-secondary Educator Preparation Institute, the NT-IPDP will be modified to allow the mentor observation requirements and Accomplished Practices to be demonstrated through the ACP or EPI programs. The novice teacher will continue support through the DCPS Mentoring and Induction for Novice Teachers Program.

MINT SUPPORT TEAM

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

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

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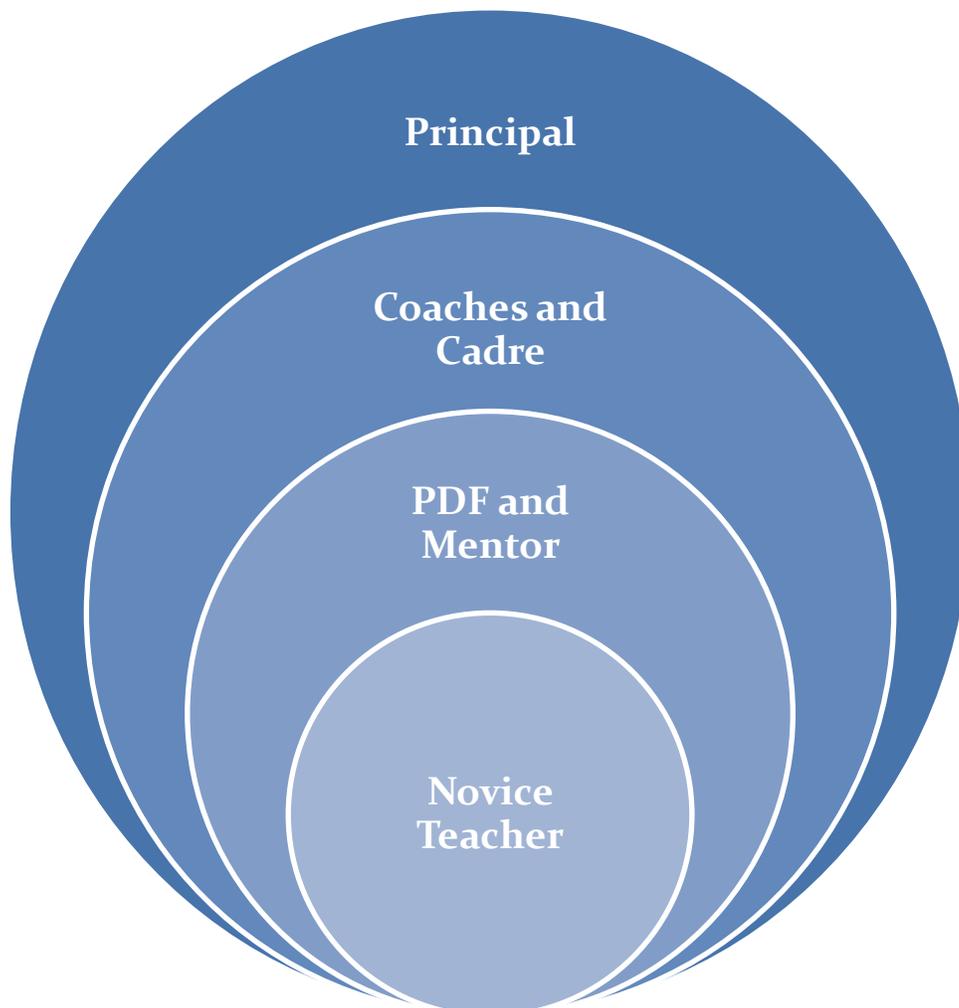
DESCRIPTION OF THE MENTOR

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.
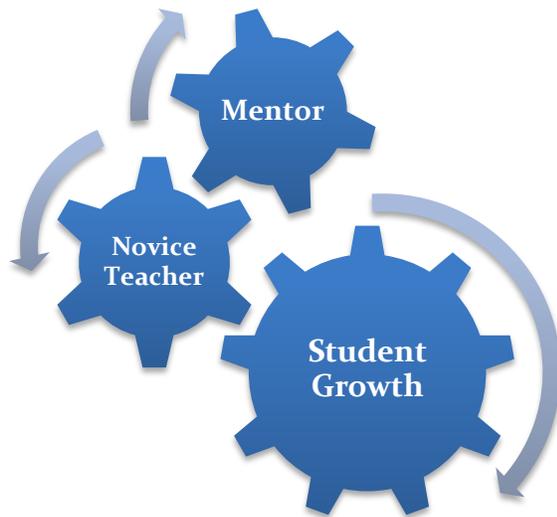
SELECTION CRITERIA FOR MENTOR

- Minimum of three (3) years of successful teaching experience
- 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 in the curriculum areas
- Willing to commit to personal professional growth and learning through participation in professional development activities
- Experience working with adult learners
- Trained or willing to be trained in Clinical Education (CET)
- Teaches the same grade level/subject as the novice teacher (whenever possible)

SUPPORT TEAM RESPONSIBILITIES

The mentor will

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

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The principal will

- select support team members within the first week of hire;

- serve (or choose a designee to serve) as a member of the support team;

- monitor support being provided to novice teachers—meeting twice during the first month of hire and quarterly throughout the year;

- complete the initial screening observation within 45 days from the date of hire to include a pre- and post-conference;

- monitor and/or modify the NT IPDP as required;

- complete two annual evaluations of novice teachers; and

- verify satisfactory demonstration of the Florida Educator Accomplished Practices and completion of the NT IPDP as required.

The Professional Development Facilitator will

- serve as a member of the support team;

- attend scheduled PDF meetings;

- work with principal to assign and communicate mentor matches within first week hire;

- facilitate completion of Appeals Process notification with novice teachers;

- provide or facilitate school site orientation for novice teachers;

- notify mentors of required professional development;

- meet weekly with novice teachers during first month of school;

- facilitate monthly meetings with novice teachers after the first month of school;

- assist with development of the NT IPDP;

- communicate with Cadre every two weeks; and

- communicate monthly with mentors.

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The novice teacher will

- attend the district New Teacher Training/Orientation;

- participate in a school-based orientation;

- participate in scheduling required observations;

- participate in debriefing support team member visits;

- meet with assigned mentor weekly during the first semester, then every two weeks;

- complete the Novice Teacher Self-Assessment;

- observe effective teachers as required;

- assist in the development of the novice teacher individual professional development plan (NT IPDP) in collaboration with the support team using data from observations (self and others) and self-assessment;

- attend Novice Teacher seminars and other trainings as required;

- provide MINT IPDP documentation/artifacts for review by principal; and

- maintain a contact log of support team meetings—document the topics and recommendations discussed.
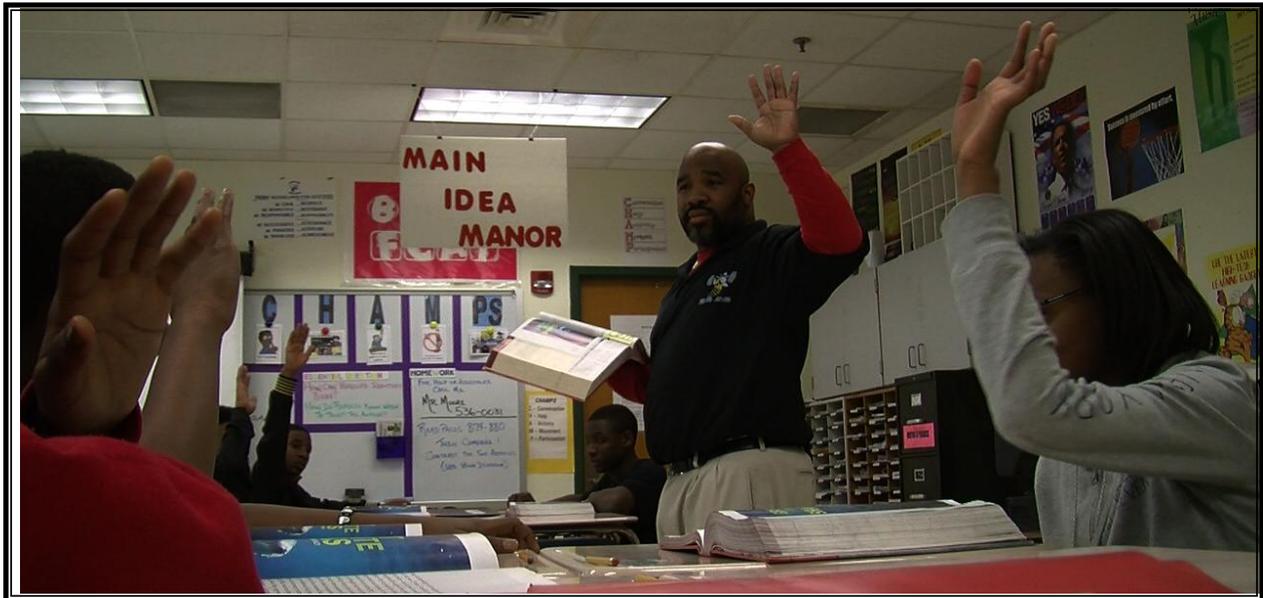
DCPS MINT PROGRAM TIMELINE

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

December/ January	Meet quarterly with novice teachers to monitor support.	Meet monthly with novice teachers (school-based or cluster-based).	Meet with novice teacher weekly. Collaboratively complete/update the Accomplished Practices Learning Log.	Meet with mentor every two weeks for reflective collaboration. Complete or update Accomplished Practices Learning Log. Schedule mentor observations as required.
		Monitor the support provided for the novice teachers.	Conduct quarterly mentor observation cycles, *each semester for professionally certified teachers,* (CET and/or FPMS); post-conference conducted using Accomplished Practices Learning Log.	Attend monthly Novice Teacher seminars (school-based).
		Communicate every two weeks with Cadre.	Conduct informal monthly classroom visits with brief written comments.	Complete quarterly observation, *each semester for professionally certified teachers,* of effective teachers identified by your support team. Use focused observation instrument. Debrief with mentor.
		Communicate monthly with mentors.	Communicate monthly with PDF.	
February/ March	Complete annual evaluations of novice teachers.

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

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

OBSERVATION INFORMATION

Initial Screening and Final Summative

- Must be completed by the principal or building administrator

- Must be completed within the first 45 days of hire (Initial Screening)

- Must include the teacher's and the observer's signatures

- Must be at least 30 minutes in length

- Must include the following:

  a) Pre-Observation Conference tool

  b) Observation Instrument (Observation Rubric)

  c) Post-Observation Conference Tool

Mentor Observations

Trained mentor teachers will use CET observation tools for the formative observation cycles. Mentors or support team members who have the necessary training may also chose FPMS domain observations when appropriate.

Optional Formative Observation Instruments for Mentors

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

- FPMS DOMAIN 1.0: Instructional Planning
- FPMS DOMAIN 2.0: Management of Student Conduct
- FPMS DOMAIN 3.0: Instructional Organization and Development
- FPMS DOMAIN 4.0: Presentation of Subject Matter
- FPMS DOMAIN 5.0: Communication – Verbal and Nonverbal
- FPMS DOMAIN 6.0: Testing – Student Preparation, Administration, and Feedback

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

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

Novice Teacher Focus Observations

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

Note: School psychologists/guidance counselors will use instruments that have been developed by the Department of Education.

Instructions for Completion of the Principal's

Initial Screening and Exit Paperwork

1. A pre-observation conference will be scheduled with the appropriate administrator. Seek the assistance of the PDF if necessary.

2. The novice teacher will complete the Pre-Observation Conference tool prior to meeting.

3. During the pre-observation conference the novice teacher will share and discuss his/her lesson plan. Final decisions will be made concerning date and time of the scheduled observation.

4. The observing administrator will complete the required observation using the district's approved observation rubric (minimum of 30 minutes).

5. The administrator and novice teacher will schedule the post-observation conference. It is recommended that this post-observation conference occur within 3-5 days of the observation but not on the day of the observation itself.

6. During the post-observation conference the observing administrator will complete the Post-Observation Conference tool.

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

APPENDICES

Teacher OTE 119

Student Services OTE 119

Appeals Process

Florida Educator Accomplished Practices Self-Reflection Questionnaire

Pre-Observation Conference Process Form (Principal and Mentor)

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

Mentor Learning Log-Post-Conference Instrument

Crisis Intervention Interview

Contact Log

Videotape Guidelines

Video Release Statement

Ethics Scenarios

Education Labels/Acronyms

How to enroll through the Schultz Center website

Resource List

Observation Forms (available online at www.duvalschools.org/newteachers)

Duval County Public Schools
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) *(List All Schools if more than one)*	Grade/Subject	Date Employment Began (m/y)

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

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2011-2012

Duval County Public Schools
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 *(if multiple, list each)*	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:
☐ Master's

Institution	Program Major	Graduation Date (m/y)

☐ Specialist

Institution	Program Major	Graduation Date (m/y)

☐ 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

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

Focus Observation Instrument

Note: This observation instrument is not a judgment of students or teachers; it is an informational tool to be used to move teachers to self-reflection and self-direction to improving teaching practices.

Area of Focus _____

    ☐ Learning Environment   ☐ Teacher Behavior
    ☐ Rituals and Routines   ☐ Student Behavior
    ☐ Effective Instruction   ☐ _____

Date of Visit: _____   Type of Class Visited: _____

Time Arrived: _____   Time Departed: _____

Remember:
1) Notify the teacher at least the day before that you plan to visit.
2) Your visit should last a minimum of 20 minutes.
3) Reflect on your observation with your mentor within 3 days of observation.

  1) What did you notice in your area of focus?

  2) What did you see that the teacher did effectively?

  3) Based on your observation, plan with your mentor what you are going to implement in your classroom. (Please explain your plan.)

  4) After implementing your plan, reflect on its effectiveness.

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

![dcps Duval County Public Schools]	**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)

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

dcps Duval County Public Schools	**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.

1. Do you feel you successfully achieved the lesson objective(s)? Why/why not? What data support your answer to the previous question?
2. What do you feel worked well and what would you refine if you were to teach this lesson again to the same class?
3. Based on student learning of your objectives, what are your next steps?
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)

dcps Duval County Public Schools	**CLASSROOM OBSERVATION SUMMARY** (To be completed by school administrator during post-observation conference.)
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 Accomplished Practices Learning Log

Mentor Post-observation Conference Tool

Novice Teacher Signature: _____   Mentor Signature: _____

Grade Level/Subject Area: _____   Date: _____

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

Florida Accomplished Practices:

☐ Instructional Design and Lesson Planning	☐ Assessment
☐ The Learning Environment	☐ Continuous Professional Improvement
☐ Instructional Delivery and Facilitation	☐ Professional Responsibility and Ethical Conduct

Crisis Intervention Interview

MINT Participant _____

Guidance Counselor Signature _____Date_____

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

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

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

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

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

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

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

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

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

_____
_____
_____
_____

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

_____
_____
_____
_____

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

_____
_____
_____
_____

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

_____
_____
_____
_____

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

I.	_____
	_____
	_____
	_____

II.	_____
	_____
	_____
	_____

III.	_____
	_____
	_____
	_____

IV.	_____
	_____
	_____
	_____

CONTACT LOG

The purpose of the contact log is to document support by Cadre, PDF, mentor, and administration.

DATE	PERSON	ACTIVITY	COMMENTS

GUIDELINES FOR VIDEOTAPE/CD/AUDIOTAPE

Must be at least 30 minutes in length and include the following:
- Introduction of lesson
- Actual teaching (at least 20 minutes)
- Review/Summary

Video/CD:
- Record on the appropriate format
- Teacher should be visible throughout the video
- Video should have good quality
- Video should scan class periodically
- If students are shown in the video, complete the release statement.

Audio:
- Record on a appropriate format
- Verbal communications must be clear throughout the tape

Commentary Directions/Written Summaries

Continuous Professional Improvement—Accomplished Practice 5

Reflect on the classroom environment including the use of:
- rituals and routines,
- procedures,
- praise, and
- consequences.

Questions to answer:
- What did you do well?
- What disappointed you? Why?
- What would you do differently? Why?

The Learning Environment—Accomplished Practice 2

Reflect on the classroom environment including the use of:
- rituals and routines,
- procedures,
- praise, and
- consequences.

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

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

Video Release Statement

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

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

_____
Parent/ Guardian Signature

_____
Date

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

Ethics Scenarios

An educator discusses information from "Dave's" cumulative folder while in the presence of another teacher, a school volunteer, and students.

A teacher has walked away from his computer without logging off. A student sits down and, still logged in as the teacher, sends inflammatory e-mails to students and posts similar messages on the class newsgroup.

A teacher had shared with her students in one of her classes that she really wanted the new Jaguars poster. She was delighted to receive one in May from a senior in one her classes. She felt that if he cared enough about her to give such a prized poster, she would give him extra make-up work so that he could pass her class and the other kids would never know the difference.

A teacher was driving home after a party at a friend's house and was pulled over by the local highway patrol. She was embarrassed as she went through the paces and was required to take a Breathalyzer test. Due to the reading she was arrested for DUI, taken down to the jail, arrested, and later released on bail. She was so glad that no one from work had seen her by the side of the road or knew about her arrest. She told no one.

A teacher has a standing offer for tutoring on Wednesdays, after school, in his classroom. Generally there are four to five students who attend. On the first Wednesday after winter break only one 8th grade girl comes to his room for tutoring after school. The teacher continues the tutoring session as planned.

Several students have asked their teacher if they can stay in her room rather than going to the cafeteria for lunch. They all had brought their own lunch from home. The teacher agrees, although she tells them she will be in the room next door. She instructs the students they must keep their voices down, cannot get on the computers, and should stay seated at the table where they are eating. The teacher checks in on the students in her room every five to ten minutes.

Over the winter holiday a student e-mails her teacher asking how the teacher's holiday was. The student shares a list of presents she received and a rundown of the activities she did. The teacher sends a response indicating that she had a fun visit with her family in her home state and that she and her boyfriend also went to St. Augustine for a day. As the year goes on, the teacher and the student continue to exchange casual e-mails filling each other in on simple events in their lives.

Education Labels/Acronyms	
ADD/ADHD	Attention-Deficit Disorder/Attention-Deficit Hyperactivity Disorder
AICE	Advanced International Certificate of Education
AP	Advanced Placement
AVID	Advancement Via Individual Determination: a program designed to accelerate student learning, which focuses on the least served students in the academic middle.
Cadre	District team of master teachers responsible for supporting novice teachers, coaching best-practices, and assisting with completion of state professional education competence program requirements
CAST	Collaborative Assessment System for Teachers
CET	Clinical Educator Training: required professional development that prepares mentor teachers to assist developing teachers through the use of observation, feedback, and coaching
CHAMPs	DCPS proactive and positive approach to behavior management program **C**onversation, **H**elp, **A**ctivity, **M**ovement, **P**articipation
DOE	Department of Education
DTU	Duval Teachers United
E/BD	Emotional/Behavioral Disability
ELL	English Language Learners
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: provides professional development and support for teachers of ESE students
Formative	Term used to denote a coaching model or assessment
FTE	Full Time Equivalent (Students): student enrollment used for funding schools
GI	Graduation Initiative: assists students with passing the FCAT and GED tests
GKE	General Knowledge Examination: one of three Florida teacher certification exams consisting of four subtests: Essay, English Language Skills, Mathematics, and Reading
HR	Human Resources
IB	International Baccalaureate program
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan: education plan for any ESE student
IND	Intellectually Disabled
IPDP	Individualized Professional Development Plan
IR	Intensive Reading
ISSP	In School Suspension Program
IT	Instructional Technology
LEP	Limited English Proficient
MINT	Mentoring and Induction for Novice Teachers: a support program for novice teachers
NCLB	No Child Left Behind

NGSSS	Next Generation Sunshine State Standards; also called Common Core State Standards in English Language Arts and Mathematics
PDF	Professional Development Facilitator: school-based contact person for novice teachers
PEC	Professional Education Competence
PET	Professional Education Test
PMA	Progress Monitoring Assessment
PMP	Progress Monitoring Plan: state-mandated instructional plan for low-achieving students
RtI	Response to Intervention
SAC	School Advisory Council
SES	Supplemental Educational Services: tutoring available to students from low-income families attending schools that do not make adequate yearly progress for three or more years
SIP	School Improvement Plan
SLD	Specific Learning Disability
SOE	Status of Eligibility: document from the state DOE that specifies requirements for certification
SSP	Student Services Personnel: guidance counselors, school psychologists, speech therapists, and social workers
STAR	Students Taking Academic Responsibility: a program that provides overage students the opportunity to accelerate to the grade level placement of their kindergarten entry-level peers through intensive remediation
TARGET	Teachers Accessing Resources through General Education Team: a school-based intervention and problem-solving team that assists teachers
TDE	Temporary Duty Elsewhere: work performed away from normal work site
VE	Varying Exceptionalities
VPK	Voluntary Pre-Kindergarten
ZIP	Zeroing in on Prevention

How to Enroll Through the Schultz Center Website

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

<p align="center"><u>http://www.schultzcenter.org</u></p>

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.

<u>To get your certificate of completion:</u>
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.

RESOURCE CONTACT LIST

Alternative Certification - DCPS	390-2627
Benefits	390-2353
Certification	390-2376
Diversity	348-7737
ESOL	348-7887
HR (Main Desk)	390-2840
Highly Qualified Teachers	390-2542
In-service Points	See the CRT operator at your school.
Payroll	390-2022
Professional Development	348-7807
Recertification	348-7775
Schultz Center	348-5757
Mentoring and Induction for Novice Teachers Program	348-7769
Transition to Teaching	348-7761