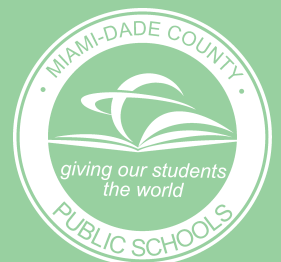
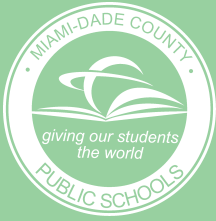


MENTORING AND INDUCTION FOR NEW TEACHERS



MIAMI-DADE COUNTY PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT





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EXECUTIVE SUMMARY

During the 2010-2011 school year, in alignment with the federal Race To The Top (RTTT) initiative and the increased focus on teacher effectiveness measures incorporating student achievement, the District began the process of revising the induction process for new teachers. Among critical revisions are the eligibility and selection requirements for mentors, new Florida Educator Accomplished Practices (FEAPs), and an increased focus on data-informed decision making.

Research confirms that effective teachers are the single most important factor in promoting student achievement (Darling-Hammond & Youngs, 2002). Teachers influence learning and their success will determine the success of an entire generation of students. Accordingly, recent studies confirming alarming teacher attrition rates have prompted school districts to identify effective practices aimed at increasing teacher retention.

Mentoring and Induction for New Teachers (MINT) was developed to support and retain new and early-career teachers to ensure that students in Miami-Dade County Public Schools (M-DCPS) will have access to highly-qualified and accomplished teachers. The three-year plan details levels of support and resources provided to new and early career teachers. Teachers are assigned to one of the following tracks based on their experience and educational background: teachers new to the profession with an education degree, teachers new to the profession who are non-education majors and experienced teachers new to the District. The program outlines a research-based framework to facilitate the transition from new/early-career teacher to accomplished educator.

MINT is based on current research confirming that successful new teacher retention practices involve mentoring, principal support, teacher collaboration, participation in learning communities and guided reflection. To enhance the program's effectiveness in preparing new and early career teachers, MINT is also modeled from effective induction programs that offer sustained support throughout the teacher's initial years as a classroom practitioner.

The components of MINT include the assignment of a mentor teacher to inexperienced new teachers and teachers in their second year of teaching in M-DCPS, reflection, self-assessment and goal setting activities, core learning courses, and participation in professional learning communities. MINT incorporates a strong technology component including web logs, discussion forums and webinars to enhance communication, and thereby, promote supportive learning communities. New inexperienced teachers will observe veteran teachers and mentors will be released to observe new teachers in the classroom and provide in-class coaching. Mentors are required to participate in three mentoring and coaching sessions.



The most powerful form of learning, the most sophisticated form of staff development, comes not from listening to the good works of others but from sharing what we know with others... By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn.

Roland Barth



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MENTORING AND INDUCTION FOR NEW TEACHERS (MINT)

INTRODUCTION

MINT is based on current research confirming that successful new teacher retention practices involve mentoring, principal support, teacher collaboration, participation in learning communities, and guided reflection. To enhance the program's effectiveness in preparing new and early-career teachers, MINT is also modeled from effective induction programs that offer sustained support throughout the teacher's initial years as a classroom practitioner. Experienced, highly-effective school-site teachers serve as mentors for teachers who are in their first and second years in the profession. Prospective mentors will receive specialized training that will enable them to guide new teachers in reflecting on their practice, assessing their skills and setting goals to facilitate professional growth. MINT utilizes high-quality professional development activities to foster collaboration and collegiality among new teachers, mentor teachers and the school principal. The program also incorporates technology tools, including web logs, discussion forums and webinars, to enhance communication and, thereby, promote supportive learning communities.

NEW TEACHER ORIENTATION

New teachers will begin the induction process by participating in an orientation prior to the opening of school. Participants attend sessions organized according to different strands that address the varied educational and experiential needs of new teachers. The orientation introduces new teachers to District policies and procedures, curriculum and preparatory activities for the first days of school.

ONGOING SUPPORT

First-year teachers without previous teaching experience and second-year teachers receive guidance and support from a site-based mentor. To ensure that mentors will be able to dedicate sufficient time and provide meaningful assistance for new teacher mentees, each mentor will be assigned to serve a maximum of two new teachers per year. In addition to mentoring support, first-year teachers will observe exemplary teachers in their classrooms during one or two release day(s) and they will complete five core courses that have been deemed critical for new teacher development in accordance with current research (Mandel 2006; Feiman-Nemse, 2003; Freiberg, 2002; Moir and Baron, 2002; Stansbury and Simmermn, 2002; Hiatt-Michael, 2001; and



Darling-Hammond,1998). New teachers will also be able to participate in monthly Professional Learning Communities for New Teachers (PLCNT). PLCNT are spearheaded by MINT mentors and District staff and serve as a vehicle for new teacher support. PLCNT provide follow-up to the core learning courses offered to new teachers and facilitate the acclimation of newly-hired teachers into the profession.

Third-year teachers will undertake reflection, self-assessment and goal setting activities to establish the link between accomplished educator practices and increased student achievement. Participants will receive support through buddy teachers and professional development sessions. Ongoing participation in a professional learning community will also reinforce professional growth and build a collegial teacher network. Participation in the program is optional during the third year.

RATIONALE

Research confirms that effective teachers are the single most important factor in promoting student achievement (Darling-Hammond & Youngs, 2002). Teachers influence learning and their success will determine the success of an entire generation of students. Accordingly, recent studies confirming alarming teacher attrition rates have prompted school districts to identify effective practices aimed at increasing teacher retention.

The school administrator's leadership abilities provide one critical link in promoting teacher retention. In the absence of administrative support, beginning teachers are more likely to feel isolated and become frustrated by the daily stresses encountered in the classroom. A

survey conducted by the National Center for Education Statistics (NCES) confirmed that 38% of teachers who left the profession cited a lack of support from the school administration as the primary reason for their decision (NAESP, 2004). Additionally, Johnson (2004) stated that, "The extent to which the school provided organized support for new teachers influenced our respondents' decisions to stay, look for another school, or leave teaching altogether," (p.113). It is obvious that the school administrator's role in retention is critical.

In addition to principal support, Ingersoll and Smith (2004) have indicated that the assignment of same subject mentors, involvement in a dynamic learning community, shared planning time for reflection, and regularly scheduled teacher collaboration contribute to high-teacher retention rates.

NEW TEACHER NEEDS

Following previous year's New Teacher Orientation sessions, participants completed an evaluation that revealed the need to provide separate sessions for the following identified groups: first-year teachers; alternative preparation teachers; school psychologists; counselors; and experienced teachers who have transferred to M-DCPS. The evaluation results also indicate that new teachers require additional school-site planning time in order to prepare for the opening of school. These data guided the development of MINT program strands that address the specific educational backgrounds and experience levels demonstrated by new teachers. The program's allocation of additional planning time during the five-day orientation was also an outgrowth of the evaluation data.

Believe that you will succeed. Believe it firmly, and you will then do what is necessary to bring success about.

Dale Carnegie

NEW TEACHER ORIENTATION STRANDS

NEW TEACHERS - GRADUATES FROM TEACHER PREPARATION PROGRAMS

Learning activities for new teachers who have graduated from teacher preparation programs will emphasize curriculum, District instructional initiatives and the transition into the classroom. Professional development will focus on classroom management, data-driven classroom practice and planning with the end in mind.

NEW TEACHERS WITH NON-EDUCATION BACKGROUND

New teachers who lack a background in education will be supported through sessions focusing on pedagogical practices, curriculum, District policies and procedures as well as real-world classroom activities. The activities are provided at sessions during the New Teacher Ready, Set, Go Orientation. Ready, Set, Go sessions focus on topics ranging from activities for the first days of school, lesson planning and strategies to effectively manage a classroom. New teacher mentors will also facilitate the transition into the real-world classroom.

EXPERIENCED TEACHERS - NEW TO THE DISTRICT

Experienced teachers who are new to the District will participate in sessions highlighting District policies and procedures and information regarding professional development options that are tailored to their specific subject area and individual professional development needs.

GUIDING PRINCIPLES

MINT RECOGNIZES THAT:

- The attainment of teaching expertise is a career-long developmental process;
- New teacher support and assistance must be tailored to the needs of the individual teacher;
- Every student deserves a highly-qualified teacher that understands his/her subject matter and can teach it effectively;
- Rigorous professional standards and a focus on student achievement guide the improvement of practice;
- Principal support plays a crucial role in the induction process;
- Sustained mentor support is essential during the teacher's first critical years;
- Veteran teachers improve their skills by working with new colleagues;
- Collegial environments are conducive to professional growth for all teachers; and
- Induction enhances teaching practice and teacher retention.

PROGRAM GOALS:

- Attract and retain new teachers;
- Support new teachers to facilitate the development of high-performing, reflective practitioners;
- Integrate new teachers into the culture of the school, community and District;
- Provide high-quality professional development opportunities that result in increased student learning and achievement;
- Develop cadres of mentor teachers and teacher leaders who will assist new teachers; and
- Ensure that all new teachers meet the legislatively mandated Professional Education Competence (PEC) requirement in order to obtain a Professional Educator Certificate in the State of Florida.



EXPECTED OUTCOMES

FOR FIRST-YEAR TEACHERS:

- Become acclimated to the school and District;
- Gain confidence and expertise in improving teaching skills and fostering student learning;
- Acquire advanced knowledge, skills and practices;
- Form collegial relationships with other teachers;
- Build strong relationships with students' parents and guardians;
- Demonstrate instructional strategies to meet the diverse needs of all students;
- Apply classroom management strategies with confidence;
- Apply and understand various assessment measures to monitor student learning and adjust teaching methods accordingly;
- Plan standards based lessons by utilizing student achievement data;
- Demonstrate application of the Florida Educator Accomplished Practices at the professional level; and
- Remain in the profession.

FOR SECOND-YEAR TEACHERS:

- Analyze student work artifacts and progress, in order to differentiate instruction;
- Gain deeper understanding of content and pedagogical knowledge;
- Ensure instruction and learning experiences are challenging and engaging;
- Reflect on practice to improve instruction;
- Demonstrate mastery of the Florida Educator Accomplished Practices at the professional level; and
- Remain in the profession.



FOR THIRD-YEAR TEACHERS:

- Become independent reflective practitioners;
- Deepen their knowledge of instructional strategies, curriculum and assessment;
- Demonstrate mastery of the Florida Educator Accomplished Practices at the accomplished level;
- Transition from early career teacher to experienced educator demonstrating mastery of pedagogical skills; and
- Remain in the profession.

New teachers yearn for professional colleagues who can help them acclimate to their school's unique culture, help them solve the complicated daily dilemmas of classroom teaching, and guide their ongoing learning.

Susan Moore Johnson





PROGRAM PARTICIPANTS - ROLES AND RESPONSIBILITIES

- NEW/EARLYCAREER TEACHERS -
1 TO 3 YEARS OF TEACHING EXPERIENCE IN PERMANENT FULL-TIME
INSTRUCTIONAL POSITIONS
 - New Teachers – teacher preparation program graduates who are new to the profession
 - New Teachers – non-education majors
 - Experienced Teachers – new to the District

- PRINCIPALS

- MENTORS

- BUDDY TEACHERS

NEW TEACHERS - 1ST-YEAR REQUIREMENTS AND RESPONSIBILITIES

MINT PROGRAM REQUIREMENTS	PRINCIPAL RESPONSIBILITIES	MENTOR RESPONSIBILITIES	NEW TEACHER RESPONSIBILITIES
New Teacher Orientation	<ul style="list-style-type: none"> ■ Communicate orientation information to all new teachers to ensure their attendance ■ Conduct school level orientation 	<ul style="list-style-type: none"> ■ Voluntary 	<ul style="list-style-type: none"> ■ Register online and attend New Teacher Orientation
Teacher-Mentor Interactions	<ul style="list-style-type: none"> ■ Select and assign a qualified mentor for each new teacher without previous teaching experience within two weeks of employment. (Each mentor can be assigned to assist a maximum of two new teachers) <i>Principal may assign a mentor from a school within the feeder pattern if a site-based mentor is not available</i> ■ Communicate assignments to teachers and mentors ■ Secure substitute coverage needed for new teachers to allow them to observe exemplary, experienced teachers ■ Verify MINT Mentor E-Log activities 	<ul style="list-style-type: none"> ■ Meet with mentee(s) on a regular basis as per the recommended schedule listed on page 15 “Mentor Compensation.” ■ Add entries and maintain online MINT Mentor E-Log recording mentor-mentee interactions, recommendations, etc. ■ Maintain interactive journal of e-mail communications with mentee(s) ■ Assist mentee(s) in developing his/her Individual Professional Development Plan ■ Assist mentees in developing short and long range plans, classroom management skills and instructional strategies ■ Provide curriculum resources such as lesson plans, instructional materials, literature, web resources, etc. ■ Assist the new teacher in analyzing data and student work in order to improve instruction ■ Document the weekly/monthly support provided on the MINT Mentor E-Log, as appropriate 	<ul style="list-style-type: none"> ■ Complete self-assessment collaboratively with mentor to identify areas of strength and areas for growth ■ Write and implement an Individual Professional Development Plan ■ Complete MINT New Teacher Activity E-Log ■ Meet with mentor on a regular basis. See recommended schedule listed on page 15 “Mentor Compensation.” ■ Reflect, self-assess and set goals for teaching practice as set forth in the State of Florida Educator Accomplished Practices
Observations	<ul style="list-style-type: none"> ■ Facilitate observations of experienced teachers by new teachers and vice versa ■ Conduct formal and informal observations and evaluations as per IPEGS guidelines and provide appropriate materials/resources to assist new teachers 	<ul style="list-style-type: none"> ■ Observe mentee(s) in the classroom during one subject block or one teaching period to conduct an informal, non-evaluative observation of each new teacher and provide feedback 	<ul style="list-style-type: none"> ■ Observe mentor and/or other veteran teachers in the classroom during the first semester during one subject block or one teaching period ■ Document observation on the MINT New Teacher Activity E-Log

NEW TEACHERS - 1ST-YEAR REQUIREMENTS AND RESPONSIBILITIES (CONTINUED)

MINT PROGRAM REQUIREMENTS	PRINCIPAL RESPONSIBILITIES	MENTOR RESPONSIBILITIES	NEW TEACHER RESPONSIBILITIES
Professional Development	<ul style="list-style-type: none"> ■ Attend MINT orientation for administrators ■ Assign MINT certified mentor to each new teacher ■ Meet at least once monthly with mentees 	<ul style="list-style-type: none"> ■ Attend two days of mentor professional development 	<p>Teacher preparation program graduates:</p> <ul style="list-style-type: none"> ■ Attend five core courses and complete online follow-up activities. Document activities on the MINT New Teacher Activity E-Log ■ Participate in a professional learning community by attending monthly PLCNT <hr/> <p>Non-education major:</p> <ul style="list-style-type: none"> ■ Enroll in AP3 or approved college courses to meet professional preparation requirements for initial state certification ■ Document activities on the MINT New Teacher Activity E-Log ■ Participate in a professional learning community by attending monthly PLCNT



NEW TEACHERS WITH PREVIOUS TEACHING EXPERIENCE REQUIREMENTS AND RESPONSIBILITIES

MINT PROGRAM REQUIREMENTS	PRINCIPAL RESPONSIBILITIES	MENTOR RESPONSIBILITIES	NEW TEACHER RESPONSIBILITIES
New Teacher Orientation	<ul style="list-style-type: none"> Communicate orientation information to all new teachers to ensure their attendance Conduct school level orientation 	<ul style="list-style-type: none"> Voluntary 	<ul style="list-style-type: none"> Register online and attend New Teacher Orientation
Teacher-Mentor Interactions	<ul style="list-style-type: none"> Assign a buddy teacher to teachers new to the District with fewer than three years of experience (This teacher can be a lead teacher, department head, another exemplary teacher or a NBCT) Communicate assignments to teachers and mentors Monitor interactions to ensure that the new teacher is receiving adequate support 	<ul style="list-style-type: none"> Provide new teacher with fewer than three years of experience with onsite support, as needed Provide curriculum resources such as lesson plans, instructional materials, literature, web resources, etc. Assist the new teacher in analyzing data and student work in order to improve instruction 	<ul style="list-style-type: none"> Meet with buddy teacher, as needed
Observations	<ul style="list-style-type: none"> Conduct formal and informal observations according to IPEGS timeline 	<ul style="list-style-type: none"> Provide support based on principal observations 	<ul style="list-style-type: none"> Request additional support based on principal observations
Professional Development	<ul style="list-style-type: none"> Attend MINT orientation for administrators Meet at least once monthly with mentees Guide teachers to the professional development menu for certification and endorsement courses 	<ul style="list-style-type: none"> Attend three days of mentor professional development, if applicable 	<ul style="list-style-type: none"> Register for professional development, as needed Participate in Webinars Prepare to transition to accomplished teaching level

EARLY-CAREER TEACHERS - 2ND AND 3RD YEARS REQUIREMENTS AND RESPONSIBILITIES

MINT PROGRAM REQUIREMENTS	PRINCIPAL RESPONSIBILITIES	MENTOR/BUDDY TEACHER RESPONSIBILITIES	TEACHER RESPONSIBILITIES
Staying Strong Conference	<ul style="list-style-type: none"> Communicate conference information to 2nd-and 3rd-year teachers to ensure their attendance Conduct school-level training 	<ul style="list-style-type: none"> Voluntary 	<ul style="list-style-type: none"> Register online and attend Staying Strong Conference
Teacher-Mentor Interactions	<p>2nd-Year Teachers</p> <ul style="list-style-type: none"> Assign MINT-certified mentor to each teacher in their second year in the profession Monitor the support provided to the new teachers Monitor interactions between mentors and mentees <p>3rd-Year Teachers:</p> <ul style="list-style-type: none"> Assign buddy teacher to teachers in their third year of teaching, as needed Inform teachers in their third year of teaching of the availability of a buddy teacher mentor Monitor the support provided to the new teachers 	<p>2nd-and 3rd-Year Teachers:</p> <ul style="list-style-type: none"> Maintain MINT Mentor E-Log of mentor-mentee interactions Maintain interactive journal of e-mail communications with mentee(s) Assist teacher in developing Individual Professional Development Plan Assist second- and third-year teachers in analyzing data and student work in order to improve instruction Provide curriculum resources such as lesson plans, instructional materials, literature, web resources, etc. Assist mentees in developing short and long range planning, classroom management skills and instructional strategies 	<p>2nd-and 3rd-Year Teachers:</p> <ul style="list-style-type: none"> Complete self-assessment collaboratively with mentor to identify strengths and areas for growth Write and implement a Individual Professional Development Plan Complete MINT New Teacher Activity E-Log
Observations	<ul style="list-style-type: none"> Conduct informal and formal observations according to IPEGS timeline 	<ul style="list-style-type: none"> Provide support based on principal observations 	<ul style="list-style-type: none"> Request additional support based on principal observations

EARLY-CAREER TEACHERS - 2ND-AND 3RD-YEARS REQUIREMENTS AND RESPONSIBILITIES (CONTINUED)

MINT PROGRAM REQUIREMENTS	PRINCIPAL RESPONSIBILITIES	BUDDY TEACHER RESPONSIBILITIES	TEACHER RESPONSIBILITIES
Professional Development	<ul style="list-style-type: none"> ■ Increase awareness of professional development offerings that support new and early-career teachers ■ Develop an infrastructure of support for new and early-career teachers 	<p>2nd-and 3rd-Year Teachers:</p> <ul style="list-style-type: none"> ■ Attend mentor training or professional development to become certified as a NBCT mentor, if applicable 	<p>2nd-and 3rd-Year Teachers: <i>Teacher preparation program graduates</i></p> <ul style="list-style-type: none"> ■ Attend seminars for new teachers, as needed ■ Document activities, including follow-up, on the MINT New Teacher Activity E-Log ■ Participate in PLCNT <hr/> <p>Non-education majors</p> <ul style="list-style-type: none"> ■ Enroll in AP3 or approved college courses to meet professional preparation requirements for initial state certification ■ Document activities on the MINT New Teacher Activity E-Log ■ Participate in PLCNT

TEACHERS WITH PREVIOUS TEACHING EXPERIENCE: 2ND-AND 3RD-YEARS IN M-DCPS - REQUIREMENTS AND RESPONSIBILITIES

MINT PROGRAM REQUIREMENTS	PRINCIPAL RESPONSIBILITIES	BUDDY TEACHER RESPONSIBILITIES	TEACHER RESPONSIBILITIES
Buddy Teacher	<ul style="list-style-type: none"> ■ Monitor interactions to ensure that teacher is receiving adequate support ■ Facilitate computer access to interact with online mentor 	<ul style="list-style-type: none"> ■ Meet as needed with mentee(s) ■ Maintain MINT Mentor E-Log of mentor-mentee interactions ■ Maintain interactive journal of e-mail communications with mentee(s) 	<ul style="list-style-type: none"> ■ Collaborate with buddy teacher to ensure understanding of M-DCPS policies, procedures and curriculum and receive support and feedback, as needed
Observations	<ul style="list-style-type: none"> ■ Conduct formal and informal observations 	<ul style="list-style-type: none"> ■ Provide support based on principal observations 	<ul style="list-style-type: none"> ■ Request additional support based on principal observations
Professional Development	<ul style="list-style-type: none"> ■ Increase awareness of professional development offerings that support new and early-career teachers ■ Develop an infrastructure of support for new and early-career teachers 	<ul style="list-style-type: none"> ■ Attend professional development related to role: department chair, lead teacher, coach, etc., as appropriate 	<ul style="list-style-type: none"> ■ Register for professional development, as needed ■ Attend webinar sessions

MENTOR ELIGIBILITY AND SELECTION CRITERIA



MENTOR ELIGIBILITY

Mentor teachers will be assigned to provide guidance, support and feedback to new/early career teachers. The minimum qualifications for a mentor teacher are as follows:

- Must hold a valid professional teaching certificate;
- Minimum of three years successful teaching experience; and
- Certified at the same level (e.g., primary, intermediate, etc.) or in the same subject area as the new/early career teacher.

MENTOR SELECTION

In addition to the eligibility requirements set forth above, principals should consider the following factors when identifying prospective mentors:

- Evidence of effectiveness in improving student achievement;
- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials and other methods that support high standards in the curriculum areas;
- Evidence of outstanding instructional practice;
- Credibility with colleagues;
- Demonstration of commitment to personal professional growth and learning through frequent participation in professional development activities;
- Expertise in accessing data resources and using data to analyze instruction; and
- Experience working with adult learners.

MENTOR COMPENSATION

Mentors assigned to assist a maximum of two first-year teachers or teachers in their second year in M-DCPS will earn annual stipends in the amount of \$500 for each new teacher/second-year teacher mentored. Compensation will be disbursed at the conclusion of the school year upon completion of the mentoring process and verification of the MINT Mentor E-Log.

The following mentoring schedule is recommended to provide new teachers with the assistance necessary to develop into effective practitioners:

MONTH	NUMBER OF HOURS PER MONTH
August	6 - 8
September	6 - 8
October	6 - 8
November	4 - 6
December	4 - 6
January	4 - 6
February	2 - 4
March	1 - 3
April	1 - 3
May	1 - 3



PROGRAM ELEMENTS

LINKS TO PROFESSIONAL AND ETHICAL STANDARDS

MINT provides support aimed at elevating teacher quality and professionalism in alignment with the Florida Educator Accomplished Practices (Florida Statutes section 1012.56) and The Code of Ethics of the Education Profession in Florida (Florida State Board of Education Rule 6B-1.001, FAC The Code of Ethics of the Education Profession in Florida). These provisions articulate the practices, skills and knowledge evident among high-performing educators. In particular, accomplished teacher practitioners assess student data, communicate effectively with students and families, undertake continuous professional development, differentiate instruction in order to address the needs of diverse learners, promote critical thinking among their students, and demonstrate advanced knowledge of their subject matter. Exemplary teachers also collaborate with colleagues and students to plan successful learning experiences as they integrate technological resources to enhance knowledge transfer.

In outlining these qualities, MINT provides an overarching vision for accomplished teaching that serves as a guidepost for new teachers with disparate skill levels. The program elements, including sessions, mentoring services, learning communities, and online support are tailored to facilitate each new teacher's successful transition into the classroom, irrespective of educational training and employment background. The program's flexibility thus ensures that all new teachers will be adequately prepared to face the challenges posed in real world K-12 classrooms and adhere to state standards for high-quality teaching.

ORIENTATION

The New Teacher Orientation is the beginning of the induction process and introduces new teachers to the District's comprehensive induction program. Orientation activities consist of sessions that address basic survival skills for the first month of school, including curriculum, lesson planning and information regarding District policies and procedures. The orientation prepares beginning educators for their new role as classroom teachers. In addition, new teachers participate in school-based orientation sessions that enable them to meet with the school administrative team and become acclimated to the school culture, policies, procedures, routines and mission of the school. New teachers also have time to prepare their classrooms for the opening of school and to familiarize themselves with classroom instructional materials.



To accommodate new teachers hired after the school year begins, M-DCPS offers a District New Teacher Orientation scheduled during the second semester of the school year.

SUPPORT

School-Based Support: Mentors will provide school-based, one-on-one mentoring services for new teachers and teachers in their second year in M-DCPS as set forth in the Mentor Compensation chart on page 15. In assigning mentors, principals will ensure that mentors and new teacher mentees are certified in the same subject area and/or grade level to the extent such matching is possible. Teachers who are new to the District with fewer than three years of teaching experience will be assigned a school-based buddy teacher. Buddy teachers may be lead teachers, department chairs, NBCTs, or other exemplary teachers who will assist their assigned mentee in accessing curriculum resources and navigating procedures and policies as needed.

Helpline: New teachers may request District-level support by accessing the New Teacher Helpline at 305-995-7888.

Professional Learning Communities for New Teachers (PLCNT): New and early-career teachers participate in professional learning communities spearheaded by National Board Certified Teachers or MINT mentors. PLCNT sessions are held monthly at selected schools to provide an opportunity for new and early career teachers to network with other educators and engage in conversations reflecting on best practices and strategies to improve instruction. The sessions also reinforce and extend learning from core courses through in-depth follow-up activities that enhance knowledge and skill transfer. Professional Development will schedule PLCNT sessions and assign NBCT/MINT mentor facilitators.

Additional School-Based Support: A primary resource to assist new teachers includes school-based support provided by Reading, Mathematics and Science coaches, lead teachers, department chairpersons, subject or grade-level colleagues, and media specialists. Principals and the professional development beginning teacher support specialists coordinate support provided to new teachers at the school site. Although the level of support may vary from school to school, new teachers who may lack access to school-based assistance may seek additional support provided through the District.



Teachers who inspire know that teaching is like cultivating a garden and those who would have nothing to do with thorns must never attempt to gather flowers.

Author Unknown

MENTORING

Mentors provide a critical lifeline for new teachers, serving as problem-solvers, advocates, critical friends, and coaches. Effective mentors model practices and skills common among accomplished educators and thus imprint the knowledge that enables new teachers to survive and become confident in their new role. As they establish trust and discern strengths and areas that require growth, mentors are also adept at identifying and mobilizing specific resources that will assist the new teacher mentee. The mentor/mentee relationship involves an ongoing cycle of support committed to the new teacher's professional growth and success.

PROFESSIONAL LEARNING

New Teachers

Professional development activities for new teachers focus on the Florida Educator Accomplished Practices (FEAP) and strategies to implement the Common Core Standards in their respective content areas. All new teachers will participate in an Overview of MINT, Instructional Performance Evaluation and Growth System (IPEGS) for Instructional Personnel, and a required Ethics course that may be completed online. In addition, five core in-service training activities will be scheduled for new teachers on teacher planning days, after school hours and on Saturdays. The professional development sessions are organized according to the following core areas:

- Classroom Management
- Instructional Strategies
- Data Analysis
- Using Data to Inform Instruction
- Content Area or Content Reading Course

New teachers who hail from non-education fields will be required to complete the State-approved Alternative Professional Preparation Program (AP3) (See Appendix B) or approved college courses in lieu of the core courses for new teachers. The state

approved AP3 program is available to all non-education majors currently employed by the District. Completion of the program or appropriate college coursework is required in order to obtain a Professional Educator's Certificate in Florida and thereby maintain employment as a teacher.

Core Courses for New Teachers

New teachers must select at least three courses within the first year. Teachers may attend these courses on Saturday(s), after work hours and/or during the two planning days specified in the contract between M-DCPS and the United Teachers of Dade (Article XX). Course selection will be based on the new teacher's individual growth needs as determined by self-assessment and their students' needs. New teachers will be encouraged to solicit the guidance of their principals and mentors in identifying appropriate courses. Session participation will be documented through the MINT New Teacher Activity E- Log.

CLASSROOM MANAGEMENT

Classroom Management Online with Dr. Harry Wong

This premier twenty-hour e-learning interactive course can be accessed over high-speed internet anytime. The goal of this course is to create a classroom management action plan binder. Assignments are geared to producing a personalized workable management plan. Hundreds of strategies and practices are shared from which to reflect and develop a plan suitable for individual classrooms. To request access to this course, please contact Ms. Gloria Kotrady, Director, New and Early Career Teacher Support Programs, at gkotrady@dadeschools.net.

Customizing a High Performing Learning Environment

Participants will discover best practices of effective classroom management, how to establish a productive classroom climate and how to work with students with various types of special needs. Learn how to increase student motivation, build positive student-teacher relationships and develop effective partnerships between parents and school. Includes strategies to minimize and prevent behavior management problems and enhance time management techniques such as managing paperwork, planning and classroom organization.

Planning with the End in Mind: How do early-career teachers ensure that their planning actually moves students toward the intended outcomes? How will they know when the students get there? How should they use data to plan instruction? This twelve-hour program looks at effective instructional planning and provides strategies and tips to enhance the effectiveness of planning.

INSTRUCTIONAL STRATEGIES

Instructional Strategies for Effective Instruction: Participants will discover techniques to implement research-based strategies, foster culturally responsive classrooms using children’s prior experiences, use graphic organizers, apply CRISS (CReating Independence through Student-owned Strategies), and enhance instruction through the use of supplementary materials that meet the needs of various learners. Participants will build a teacher tool box and utilize these strategies to promote student success in the classroom during this ten-hour session.

Differentiating Instruction: Participants will learn to meet the needs of all learners through differentiating instruction and recognizing that “one size doesn’t fit all.” This ten-hour session provides an understanding and application of the principles and strategies needed to set up a classroom that provides success and challenges academically diverse students. Based on the student’s readiness levels, interests and learning profiles, participants discover how to modify the content, process, product, and the learning environment.

Effective Questioning Techniques: Participants explore effective questioning that facilitates the connection to improved learning and thinking. This ten-hour session also provides experience using Socratic questioning, Bloom’s taxonomy and beyond, and to formulate questions that will promote high-level thinking by students.

FAMILY COMMUNICATIONS

Communicating with Parents: This course is based on research that indicates that parent communication is essential for student success. Participants will develop strategies to promote ongoing internal dialogue and interaction with families. Participants will also learn methods to foster parental involvement in the

classroom and school community, plan a Back-to-School Night for Parents and communicate regularly through newsletters, phone calls, interactive logs, etc.

CONTENT AREA

Teaching Reading in the Content Area: With an intense focus on literacy, participants learn to incorporate reading strategies into all content areas, use proven methods for integrating CRISS, graphic organizers and flexible grouping methods for all students.

Tools for Teaching Meaningful Writing: Participants learn how to teach and assess writing more effectively and help students understand the six traits of good writing (voice, ideas, word choice, organization, sentence fluency & conventions) and explore strategies to enable learners to progress through higher standards and improve test scores. Participants in this ten-hour course will complete a follow-up that the instructor will identify through the strategies and techniques used in the course.

Common Core Standards Courses: Accessible online at www.calendar.dadeschools.net.

Digging into Data for Teachers: Data-Informed Decision-Making and Implementing the Florida Continuous Improvement Model in the Classroom

This intensive problem-based learning experience is designed to provide new and early career teachers with a foundation for effective use of data to make instructional and programmatic decisions. A key focus is on: Identifying and accessing multiple data sources; identifying which data sources are most relevant, appropriate, and timely; drilling down into the data to identify instructional needs and define potential action points; implementing the Florida Continuous Improvement Model (F-CIM) and the principles of data-informed decision-making in the classroom; and understanding how to engage in a data-centered dialogue with stakeholders, including student, parents, colleagues and administrators.

Using Data to Inform Instruction for Teachers: Florida Continuous Improvement Model in the Classroom Linking Data to Action Planning

This intensive problem-based learning experience is designed to provide new and early career teachers

with a foundation for effective use of data in instructional planning. Participants will work with multiple data sources to identify and prioritize instructional needs and define potential action points; implement the F-CIM and the principles of data-informed decision-making in the classroom; and build a deeper understanding on how to share data findings with stakeholders, including student, parents, colleagues and administrators, and how to engage stakeholders in the action planning process. Participants will apply multi-stage planning procedures to define goals and objectives, identify progress measures and targets, and set validations checkpoints.

Courses for Alternative Professional Preparation Program (AP3) Participants: Participants in the AP3 program must complete the following professional development:

- Alternative Professional Preparation Program Seminars 1 and 2 (24 hours per course)
- Foundations of Research-Based Practices (Competency 2)
- Technology for teachers in AP3 (10-hour course)
- Code of Ethics: Ethics and Professionalism in M-DCPS (10-hour course offered online or face-to-face)
- English for Speakers of Other Languages (ESOL) Issues and Strategies (60-hour course)
- AP3 Program Portfolio
- School-site Observations and Coaching by Support Team

Other District Required Training

- Ethics
- Instructional Performance Evaluation and Growth System (IPEGS)
- Electronic Gradebook

MENTOR TRAINING

To support mentors in responding to the new teacher’s developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of the MINT Program
 - Program Requirements
 - Participants’ Roles and Responsibilities
 - Accessing the Web-based Management Support System for MINT

- Introduction to Instructional Mentoring based on the work from the New Teacher Center

The course is designed to equip mentors with tools needed to support the new teachers in their development. Course goals include:

- Create a vision of quality teaching
- Define mentoring roles
- Identify new teacher needs
- Understand the attitudinal phases of new teacher development
- Facilitate the building of an effective mentoring relationship
- Differentiate support strategies
- Establish an environment for professional growth
- Develop the language and behavior of support
- Highlight the role of professional teaching standards in mentoring
- Assess the beginning teacher’s level of practice

Data Coach Training: Data-Informed Decision-Making and the Florida Continuous Improvement Model

This intensive problem-based learning experience is designed to provide experienced educators with a foundation for providing mentoring and leadership in the use of data to make instructional and programmatic decisions. A key focus is on providing mentors with the skills and resources that are needed to not only access and use data resources themselves, but to understand and apply adult learning principles in fostering their mentee's appropriate data use. Initial mentor training focuses on: identifying and accessing relevant sources of data; drilling down into the data to identify needs, issues and potential action points; implementing the F-CIM and the principles of data-informed decision-making; and engaging in the structured, supportive data coaching dialogue.

PRINCIPAL TRAINING

Principal oversight of new teacher support ensures that new teachers will become more quickly acclimated to their schools and classrooms and have prompt access to needed resources. In creating a supportive environment conducive to professional learning and collaboration, school administrators set a tone that allows new teachers to gain confidence. To encourage active principal involvement in the program, principals will

receive an overview of MINT highlighting their responsibilities for successful implementation.

- Overview of the MINT Program
 - Program Requirements
 - Participants' Roles and Responsibilities
 - Accessing the Web-based Management Support System for MINT

RELEASE TIME

To enable new teachers to observe the implementation of accomplished educator practices in real-world classrooms, new teachers will receive two release days to observe their mentors and/or other exemplary, experienced teachers in their classrooms. Mentors will also have two release days to observe their new teacher mentees as they deliver instruction to their students.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

The Individual Professional Development Plan (IPDP) provides a mechanism for goal setting, professional growth, and reflection. In collaboration with their mentors, new teachers will review and analyze student data, set attainable goals, and chart areas for professional growth that lead to increased student achievement. The IPDP assists new teachers in acquiring and demonstrating the competencies and performance objectives set forth in the Florida Educator Accomplished Practices.

The IPDP is to be completed within the first thirty days of the teacher's employment at the work location and may be revised during the school year as needed. The revisions must be mutually agreed upon by the instructional professional and the principal.

The professional development activities shall primarily focus on subject content and teaching methods including:

- Next Generation Sunshine State Standards/ Common Core Standards or Subject Area Content
- Instructional Strategies/Pedagogy
- Technology
- Assessment and Data Analysis

- Classroom Management
- Parental Involvement
- School Safety

Professional Development activities listed can include college courses, outside seminars, and District or school-based professional development offerings. New teachers should include core learning courses and A3P courses. To count as a professional development activity for the IPDP, Master Plan Points (MPPs), college/university credit or continuing education units (CEUs) should have been offered to the participating professional.

INSTRUCTIONAL PROFESSIONAL EVALUATION AND GROWTH SYSTEM (IPEGS)

Instructional Performance Evaluation and Growth System (IPEGS) is the system used in M-DCPS to evaluate the instructional professional's performance. The goal of IPEGS is to support the continuous growth and development of each professional by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback. IPEGS includes the following distinguishing characteristics:

- A focus on the relationship between professional performance and improved learner academic achievement performance standards (Student performance 50% and professional practices 50%)
- Sample indicators for each of the performance standards
- A support system for providing assistance when needed
- A procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of instructional personnel in the evaluation process

New instructional personnel will participate in two (2) observations and two (2) evaluations in their first year of teaching. The first evaluation is formative for new instructional personnel and will be conducted after the first observation during the post observation meeting. The summative evaluation will be completed by the end of the third grading period.



TECHNOLOGY COMPONENT

The MINT program incorporates various forms of technology to connect new teachers to a larger M-DCPS learning community and, thereby, extends traditional classroom boundaries. Blogs, wikis, e-logs, discussion forums and webinars are learning tools commonly used by recent college/university graduates. Their use is intended to prevent isolation and simultaneously increase the free exchange of ideas and experiences necessary for professional development and growth.

The program's online components also provide a management system to effectively monitor and document participant responsibilities and activities. New teachers will document their activities on the online MINT New Teacher Activity E-Log (Appendix C). Mentors will document their interactions with the new teacher on the MINT Mentor E-Log (Appendix D).

RECOGNITION

MINT recommends the use of planned recognition time as an element of the induction process for new teachers at their schools. Release time, resources and professional learning should incorporate recognition for mentors and new teachers. Both formal and informal forms of recognition by school-site administrators should be reflected in the induction process. Activities that promote collegial collaboration and support such as a welcome reception, New Teacher of the Month Program, monthly networking sessions, goodie bags with instructional materials, school newsletters, and end-of-the-year celebrations enhance and support school-site induction.

When you truly believe in something and you carry it in your heart, you accept no excuses, only results.

Ken Blanchard



MINT PROGRAM TIMELINE

	PRINCIPAL	MENTOR
August/ September	<ul style="list-style-type: none"> ✓ Select mentors ✓ Assign and communicate mentor matches within two weeks of school ✓ Attend required training for principals ✓ Ensure that mentors attend one required training session ✓ Provide schoolsite orientation for new teachers ✓ Meet daily with new teachers during the first week of school ✓ Meet weekly with new teachers during the first month of school ✓ Meet monthly with new teachers after the first month of school ✓ Conduct informal and/or formal observations of the new teachers ✓ Monitor the support provided to the new teacher 	<ul style="list-style-type: none"> ✓ Attend the MINT Program Orientation ✓ Meet with mentee one hour per week and document on the MINT Mentor E-Log ✓ Conduct classroom observation of mentee ✓ Collaborate with mentee to develop IPDP
October/ November	<ul style="list-style-type: none"> ✓ Meet monthly with new teachers ✓ Conduct informal and/or formal observations (For probationary teachers: first IPEGS observation must be conducted within 30 days of employment followed by a formative evaluation) ✓ Monitor the support provided to the new teacher 	<ul style="list-style-type: none"> ✓ Meet with mentee one hour per week and document on the MINT Mentor E-Log ✓ Attend Mentor Training ✓ Observe mentee in the classroom
December/ January	<ul style="list-style-type: none"> ✓ Meet monthly with new teachers ✓ Conduct informal and/or formal observations ✓ Monitor the support provided to the new teacher 	<ul style="list-style-type: none"> ✓ Meet with mentee one hour per week and document on the MINT Mentor E-Log
February/ March	<ul style="list-style-type: none"> ✓ Meet monthly with new teachers ✓ Conduct informal and/or formal observations ✓ Monitor the support provided to the new teacher 	<ul style="list-style-type: none"> ✓ Meet with mentee one hour per week and document on the MINT Mentor E-Log
April/ May	<ul style="list-style-type: none"> ✓ Meet monthly with new teachers ✓ Conduct informal and/or formal observations ✓ Monitor the support provided to the new teacher ✓ Verify the completion of the new teacher requirements through the MINT New Teacher Activity E-Log ✓ Complete IPEGS Summative Evaluation ✓ Organize an end of the year celebration for new teachers and their mentors ✓ Participate in the evaluation of the MINT Program 	<ul style="list-style-type: none"> ✓ Meet with mentee one hour per week and document on the MINT Mentor E-Log ✓ Update the MINT Mentor E-Log ✓ Submit Mentor E-Log documenting 35 hours of support, along with transmittal to Professional Development ✓ Participate in MINT Program Evaluation

YEAR ONE TEACHER	YEAR TWO TEACHER	YEAR THREE TEACHER
<ul style="list-style-type: none"> ✓ Attend New Teacher Orientation ✓ Attend in-service - Classroom Management ✓ Meet with mentor one hour per week ✓ Attend PLCNT sessions ✓ Complete online self-assessment ✓ Complete Individual Professional Development Plan 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend monthly PLCNT sessions ✓ Request the assignment of colleague teacher mentor ✓ Complete self-assessment and Individual Professional Development Plan 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend monthly PLCNT sessions ✓ Request the assignment of colleague teacher mentor (optional) ✓ Complete self-assessment and Individual Professional Development Plan
<ul style="list-style-type: none"> ✓ Attend in-service - Classroom Management if did not attend in August/September ✓ Attend in-service - Data Analyzes ✓ Meet with mentor one hour per week ✓ Observe mentor teacher or another experienced teacher's classroom ✓ Attend monthly PLCNT sessions 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend monthly PLCNT sessions ✓ Collaborate with colleague teacher mentor 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend monthly PLCNT sessions ✓ Collaborate with colleague teacher mentor
<ul style="list-style-type: none"> ✓ Attend in-service - Using Data to Inform Instruction ✓ Attend monthly PLCNT sessions ✓ Complete online self-assessment ✓ Update Individual Professional Development Plan, if needed 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend monthly PLCNT sessions ✓ Collaborate with colleague teacher mentor 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend monthly PLCNT sessions ✓ Collaborate with colleague teacher mentor
<ul style="list-style-type: none"> ✓ Attend in-service - Differentiated Instruction ✓ Meet with mentor one hour per week ✓ Attend monthly PLCNT sessions 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend monthly PLCNT sessions ✓ Collaborate with colleague teacher mentor 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend monthly PLCNT sessions ✓ Collaborate with colleague teacher mentor
<ul style="list-style-type: none"> ✓ Meet with mentor one hour per week ✓ Update MINT New Teacher Activity E-Log ✓ Participate in MINT Program Evaluation 	<ul style="list-style-type: none"> ✓ Collaborate with mentor ✓ Participate in MINT Program Evaluation ✓ Update MINT New Teacher Activity E-Log 	<ul style="list-style-type: none"> ✓ Collaborate with colleague teacher mentor ✓ Participate in MINT Program Evaluation ✓ Update MINT New Teacher Activity E-Log

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APPENDIX A

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

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 diagnostic student data to plan 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 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. 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;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. RESPONSIBILITY AND ETHICS

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 of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

APPENDIX B

ALTERNATIVE PROFESSIONAL PREPARATION PROGRAM

MISSION

Miami-Dade County Public Schools (M-DCPS) is committed to providing high-quality educational services to all learners. The Alternative Professional Preparation Program (AP3) expands the pool of qualified educators to include non-education majors who are committed to advancing student learning, achievement and opportunity.

M-DCPS has developed a program that identifies each applicant's entry-level teaching competencies and requires applicants to:

1. demonstrate expertise in the subject and meet requirements for specialization in a subject area for which a professional certificate may be issued under Florida Statute 1004.85;
2. complete the program requirements within the validity period of the existing Temporary Educators' Certificate; and
3. achieve passing scores on the Professional Education Competency Examination required by Florida Statute 1004.85.

ELIGIBLE PARTICIPANTS

The AP3 is a year-long program designed to assist non-education majors in meeting the professional education coursework requirements needed to earn a professional certificate. To be eligible for the program, applicants must:

1. be employed in a full-time permanent instructional teaching assignment that does not vary daily and be certified to hold over the position;
2. hold or be eligible to hold a three-year temporary certificate issued by the Florida Department of Education (FDOE), Bureau of Teacher Certification; and
3. possess a Bachelor's degree (or higher) from a regionally-accredited institution and meet the subject area requirements in a subject area for which a professional certificate may be issued.

PROGRAM COMPONENTS

Required Training Components:

1. **Alternative Professional Preparation Program Seminar 1** (24 hours)

The purpose of this training program is to familiarize AP3 teachers with curriculum and assessment processes that drive instruction. Participants will analyze their classroom practices, develop instructional goals and design standards-based instructional strategies that provide for a variety of student assessments. Participants will be taught how to use student performance data to identify proper instructional approaches and assess student progress. Specific areas of focus include: effective instructional planning and time management, effective classroom management, assessment, differentiated instruction, effective instructional strategies and data-driven decision-making.

2. **Alternative Professional Preparation Program Seminar 2** (24 hours)

This training program provides teachers with knowledge of human development as it relates to students' intellectual, social and personal development. Strategies to establish an effective learning environment, as well as strategies and techniques to maximize student learning and potential, will be explored. Specific areas of focus include: human development and learning theories, classroom climate, student motivation, effective communication, diversity in the classroom and creative/critical thinking skills.

3. **ESOL Endorsement** (60-hour course) *Educators must complete any one of the following courses:*

- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Cross Cultural Communications and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics

4. **Foundations of Research-Based Practices Competency 2** (60- hour course)

This course translates scientifically-based reading research into action that empowers teachers by increasing their knowledge base about reading, improving curriculum and reading instruction and enhancing student learning. This course is applicable to meet Reading Endorsement requirements.

5. **Code of Ethics** (10-hour course) – *Ethics and Professionalism in M-DCPS (offered online)*

This training program addresses the Florida Department of Education Code of Ethics and Principles of Professional Conduct. Participants will examine ethical issues that relate to public education in the State of Florida. Participants will examine role-related topics involving cooperative relationships with families, colleagues and other stakeholders to improve teaching and learning opportunities for all students.

6. **Internet Content for the K-12 Classroom** (10-hour course)

This training program provides an opportunity to review current research and literature on the integration of technology with classroom instruction. Participants will evaluate Internet sites for curricular relevance and examine content-rich sites in their specific subject areas. Participants will develop and share student-centered lessons and activities involving Internet-based resources.

7. **AP3 Program Portfolio**

The AP3 portfolio documents the AP3 teacher's comprehension and implementation of the twelve (12) Florida Educator Accomplished Practices.

8. **School-site Observations and Coaching by Support Team** (*additional mentoring provided by National Board Certified Teachers and additional support personnel as needed*)

For additional information, please contact:

Dr. Janis Fackler, A3P Coordinator
Center for Professional Learning
E-mail: jfackler@dadeschools.net

APPENDIX C

MINT NEW TEACHER ACTIVITY E-LOG

Miami-Dade County Public Schools

Beginning Teacher Activity E-Log

Beginning Teacher Information

First Name:

Last Name:

Employee ID:

Work Location:

School Name:

Today's Date:



Grade/Subject:

Click in any field to enter the date completed and/or information requested

1. Attend the New Teacher Orientation



2. Complete self assessment



3. Complete individual Development Plan



4. Observe veteran/mentor teacher



5. I am a non-education major enrolled in the Alternative Professional Preparation Program (A3P). If enrolled in A3P, do not respond to items 6 through 10

6. Attend MINT - Classroom Management



7. Attend MINT - Differentiated Instruction



8. Attend MINT - Analyzing Data



9. Attend MINT - Using Data to inform Instruction



10. Attend MINT - Content Area course or Reading in the Content Areas



11. Attend MINT - Professional Learning Communities for New Teachers (PLCCNT)



12. I have taken the M-DCPS online Ethics in Education Course



13. I have completed IPEGS for Instructional Professionals



14. Check each month in which you have had a meeting with the principal/assistant principal. Add focus of meeting comments as required

August: Focus of Meeting:

September: Focus of Meeting:

October: Focus of Meeting:

November: Focus of Meeting:

December: Focus of Meeting:

January: Focus of Meeting:

February: Focus of Meeting:

March: Focus of Meeting:

April: Focus of Meeting:

May: Focus of Meeting:

2. What data did you use to monitor student progress?

What is your plan of action based on the data of the students assigned to you?


Link to FEAP

Click all that apply:

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

APPENDIX D

MINT MENTOR E-LOG

Miami-Dade County Public Schools			
Professional Development MINT Mentor E-Log			
Today's Date: <input type="text"/>			
Employee (Mentor) Information			
First Name:	<input type="text"/>	Last Name:	<input type="text"/>
Employee ID:	<input type="text"/>	School:	<input type="text"/>
Work Location:	<input type="text"/>	e-mail address:	<input type="text"/>
Telephone:	<input type="text"/>	Total Hours to Date:	<input type="text"/>
Beginning Teacher (Mentee) Information			
First Name:	<input type="text"/>	Last Name:	<input type="text"/>
Employee ID:	<input type="text"/>	School:	<input type="text"/>
Telephone:	<input type="text"/>	File:	<input type="text"/>
 File Attachment			
Focus of Meeting Information			
Meeting Date:	Start Time:	End Time:	Duration:
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Please select all that apply to this meeting:			
<input type="checkbox"/> Assess/Monitor Student Learning			
<input type="checkbox"/> Classroom Observation			
<input type="checkbox"/> Creating/Maintaining an Effective Learning Environment			
<input type="checkbox"/> Communication			
<input type="checkbox"/> Connecting with Florida Educator Accomplished Practices			
<input type="checkbox"/> Data Chat(s)/Coaching			
<input type="checkbox"/> Developing/Reviewing Professional Goals			
<input type="checkbox"/> Modeling/Co-teaching Lesson			
<input type="checkbox"/> Observing Veteran Teacher			
<input type="checkbox"/> Planning Lessons/Critical Thinking			
<input type="checkbox"/> Pre/Post Observation Conference			
<input type="checkbox"/> Providing Resources			
<input type="checkbox"/> Reflecting			
<input type="checkbox"/> Using Technology			

Meeting Results and Recommendations

Engage in conversations that address:

- Student data reviewed by the teacher
- Data discovery
- Plan/Strategies for incorporating issues evidenced in the data into instructional plans/activities
- Use of data in progress monitoring

What's Working:

What's Not Working:

Current Focus - Challenge - Concerns:

Mentee's Next Steps:

Mentor's Next Steps:

Florida Educator Accomplished Practices addressed: [Link to FEAP](#)

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

The greatest crime in the world is not developing your potential. When you do what you do best, you are helping not only yourself, but the world.

Roger Williams



NON-DISCRIMINATION POLICY

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 – prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender or national origin.

Title IX of the Education Amendments of 1972 – prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) – requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 – prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) – prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 – secures for all individuals within the state, freedom from discrimination because of race, color, religion, sex, national origin, age handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A-1.32, and 6Gx13-5D-1.10 – prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 285.07 (Florida Statutes), which stipulate categorical preferences for employment.

In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.

Lee Iacocca



