



# MINT:

## MENTORING AND INDUCTION FOR NEW TEACHERS

Guidelines for New Teachers



MIAMI-DADE COUNTY PUBLIC SCHOOLS  
OFFICE OF PROFESSIONAL  
DEVELOPMENT & EDUCATIONAL SERVICES

# MENTORING AND INDUCTION FOR NEW TEACHERS

Welcome to Miami-Dade County Public Schools. In an effort to support new teachers and facilitate their transition as they become effective, experienced classroom practitioners, the **Mentoring and Induction for New Teachers (MINT)** program will be offered to all new teachers. MINT is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement. The program is aligned with the Florida Educators Accomplished Practices (FEAP) and will provide sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers.

Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations. Participation in the program is mandatory during the first two years of the new teacher's tenure. Teachers may elect not to participate in MINT during their third year.

## MINT COMPONENTS

- **Face-to-face or online mentors and buddy teachers** will be assigned to new teachers based on the new teacher's level of experience and educational background:
  - Teachers that are new to the profession will be assigned a school based mentor that will work with the new teacher for a minimum of 35 hours during the course of the school year to provide support with planning, classroom management, content and instructional strategies.
  - Teachers that are new to the district and have fewer than three years of teaching experience will be assigned a site based buddy teacher that will assist them in becoming acclimated to the school and district.
  - Teachers that are new to the district and have three or more years of teaching experience will be able to select an online mentor that will offer support as needed.
- **Core learning coursework** targeting in-depth, on the ground understanding of classroom management, instructional strategies, family communications, content area specialization and assessment to support student learning.



- **Professional learning community** participation through bi-monthly New Educator Support Team (NEST) sessions that will assist new teachers in networking with colleagues and reflecting on their classroom practice in a collegial environment
- **Release time** for classroom observations to analyze teaching practice, determine successes and challenges, identify student learning needs and refine lesson designs
- **New Teacher Orientation** conducted district-wide and at the school site to acclimate new teachers with their schools and familiarize them with M-DCPS curriculum, policies and procedures
- **Self-assessment and goal setting activities** that allow new teachers to establish the link between accomplished educator practices and student achievement

## MINT: STRANDS OF SUPPORT FOR 1ST YEAR TEACHERS

### NEW TEACHERS EDUCATION MAJORS:

- Site-based mentor support to assist new teacher mentees with lesson planning, classroom management, content area, instructional strategies family involvement and parent conferences. Mentors will also assist mentees in charting professional development learning goals for the school year
- Monthly core learning courses in classroom management, instructional strategies, family communications, assessment and content area(s)\*
- Participation in bi-monthly professional learning community sessions through the New Educator Support Team (NEST)
- Release time for classroom observations of veteran teachers
- Classroom observations of new teacher's classroom conducted by mentor teachers
- Opportunity to improve classroom practice through self-assessment and reflection to support academic and professional growth as identified in the IPEGS Goal Setting for Learner/Program Progress Form). Teachers generate IPEGS Goal Setting for Learner/Program Progress Form each year in order to establish and modify individual professional learning objectives that reflect their students' learning needs

*\*3 of the 5 core learning courses must be completed during the teacher's first year*

## MINT: STRANDS OF SUPPORT FOR 1ST YEAR TEACHERS (CONTINUED)

### NEW TEACHERS NON-EDUCATION MAJORS:

- Site-based mentor support to assist new teacher mentees with lesson planning, classroom management, content area, instructional strategies, family involvement and parent conferences. Mentors will also assist mentees in charting professional development learning goals for the school year
- In lieu of completing core learning courses, non-education majors will participate, at no cost, in the M-DCPS Alternative Professional Preparation Program (AP3). This rigorous one-year program meets the course requirements outlined in the Statement of Status of Eligibility issued by the Florida Department of Education and includes seminars that are equivalent to college level courses in the following areas:
  - Human growth and development
  - Learning theory
  - Instructional strategies
  - Integration of technology into curriculum content
  - Lesson planning and time management

- Classroom management; and
- Assessment and analysis of student work.

As an alternative to AP3, teachers can complete applicable college courses.

- Participation in bi-monthly professional learning community sessions through the New Educator Support Team (NEST)
- Release time for classroom observations of veteran teachers
- Classroom observations of new teacher's classroom conducted by mentor teachers
- Opportunity to improve classroom practice through self-assessment and reflection to support academic and professional growth as identified in the IPEGS Goal Setting for Learner/Program Progress Form. Teachers generate IPEGS Goal Setting for Learner/Program Progress Form each year in order to establish and modify individual professional learning objectives that reflect their students' learning needs



## MINT: STRANDS OF SUPPORT FOR 1ST YEAR TEACHERS (CONTINUED)

### EXPERIENCED TEACHERS NEW TO M-DCPS

- Buddy teacher or National Board Certified Teacher (NBCT) online mentor that will offer support as needed, focusing on familiarizing mentee with M-DCPS curriculum and school policies and assisting mentee in charting professional development learning goals for the school year
- Buddy teachers and online mentors will also provide support as needed, with lesson planning, classroom management, content area, instructional strategies and parent contact and conferences
- Participation in bi-monthly professional learning community sessions through the New Educator Support Team (NEST)
- Participation in four webinars scheduled throughout the school year. Webinars will be facilitated by National Board Certified Teachers







- Availability to participate in professional development opportunities to support academic and professional growth as identified in the IPEGS Goal Setting for Learner/Program Progress Form. Teachers generate IPEGS Goal Setting for Learner/Program Progress Form each year in order to establish and modify individual professional learning objectives that reflect their students' learning needs
- Release time for classroom observations of veteran teachers

#### NEW TEACHER ORIENTATION

Will assist new teachers in becoming acclimated with M-DCPS curriculum, policies and procedures and prepare new teachers for the first days of school

## MINT: STRANDS OF SUPPORT FOR EARLY CAREER TEACHERS - 2ND & 3RD YEARS

### EDUCATION MAJORS

- Support provided by a National Board Certified Teacher (NBCT) online mentor or face-to-face retired teacher mentor that will offer assistance as needed with lesson planning, classroom management, instructional strategies, content area and family involvement. Mentors will also assist mentees in charting the professional development learning goals for the school year
- Ongoing NEST participation
- Core learning coursework completion
- Opportunity to improve classroom practice through self-assessment and reflection to support academic and professional growth as identified in the IPEGS Goal Setting for Learner/Program Progress Form. Teachers generate IPEGS Goal Setting for Learner/Program Progress Form each year in order to establish and modify individual professional learning objectives that reflect their students' learning needs

## NON-EDUCATION MAJORS

- Support provided by a National Board Certified Teacher (NBCT) online mentor or face-to-face retired teacher mentor that will offer assistance as needed with lesson planning, classroom management, instructional strategies, content area and family involvement. Mentors will also assist mentees in charting the professional development learning goals for the school year
- Ongoing NEST participation
- In lieu of completing core learning courses, non-education majors will participate, at no cost, in the M-DCPS Alternative Professional Preparation Program (AP3). This rigorous one-year program meets the course requirements outlined in the Statement of Status of Eligibility issued by the Florida Department of Education and includes seminars that are equivalent to college level courses in the following areas:
  - Human growth and development
  - Learning theory
  - Instructional strategies
  - Integration of technology into curriculum content
  - Lesson planning and time management

- Classroom management; and
- Assessment and analysis of student work.

As an alternative to AP3, teachers can complete applicable college courses.

- Opportunity to improve classroom practice through self-assessment and reflection to support academic and professional growth as identified in the IPEGS Goal Setting for Learner/Program Progress Form. Teachers generate IPEGS Goal Setting for Learner/Program Progress Form each year in order to establish and modify individual professional learning objectives that reflect their students' learning needs





### EXPERIENCED TEACHERS

- Support provided by a National Board Certified Teacher (NBCT) online mentor that will offer assistance, as needed with lesson planning, classroom management, data analysis and instructional strategies, etc
- Availability to participate in professional development opportunities to support academic and professional growth as identified in the Individual Professional Development Plan. These opportunities include online and face-to-face courses offered through the Professional Development Menu and Registration System
- Ongoing NEST participation
- Participation in four webinars scheduled throughout the school year. Webinars will be facilitated by National Board Certified Teachers

### STAYING STRONG CONFERENCE

All early career teachers will have the opportunity to attend the Staying Strong Conference designed to deepen pedagogical knowledge and facilitate the transition to accomplished educators

## MENTOR/BUDDY TEACHERS

- Principals will assign a site based mentor teacher for all first-year teachers that are new to the profession. Mentors will offer monthly support with planning, classroom management, content area and instructional strategies. The following chart identifies the suggested number of hours that mentors will work with their mentees each month. Mentors and mentees will mutually schedule specific meetings.

MONTH	RECOMMENDED MENTORING SUPPORT HOURS PROVIDED PER MONTH	MONTH	RECOMMENDED MENTORING SUPPORT HOURS PROVIDED PER MONTH
August	6-8	January	4-6
September	6-8	February	2-4
October	6-8	March	1-3
November	4-6	April	1-3
December	4-6	May	1-3

- Principals will assign a buddy teacher for all teachers that have 1-3 years of teaching experience. Buddy teachers will provide on-site, face-to-face support aimed at facilitating the new teacher's transition to his/her school site. Buddy teachers and new teachers will mutually schedule specific meetings as needed.
- Teachers that have three or more years of previous teaching experience may select an online National Board Certified Teacher (NBCT) mentor. The NBCT mentor will offer support as needed, facilitating the new teacher's transition to his/her school site. Online mentors can be accessed at <http://prodev.dadeschools.net/MINT/default.asp>
- Early career teachers (i.e., in their 2nd or 3rd year) that need additional assistance may request a retired teacher mentor by calling the New Teacher Helpline at 305-995-7888. Retired teacher mentors may provide up to two hours of weekly face-to-face support in addition to the support provided by buddy teachers and/or online mentors assigned to early career teachers. Retired teacher mentors and mentees will mutually schedule specific meetings as needed.



## CORE LEARNING COURSES

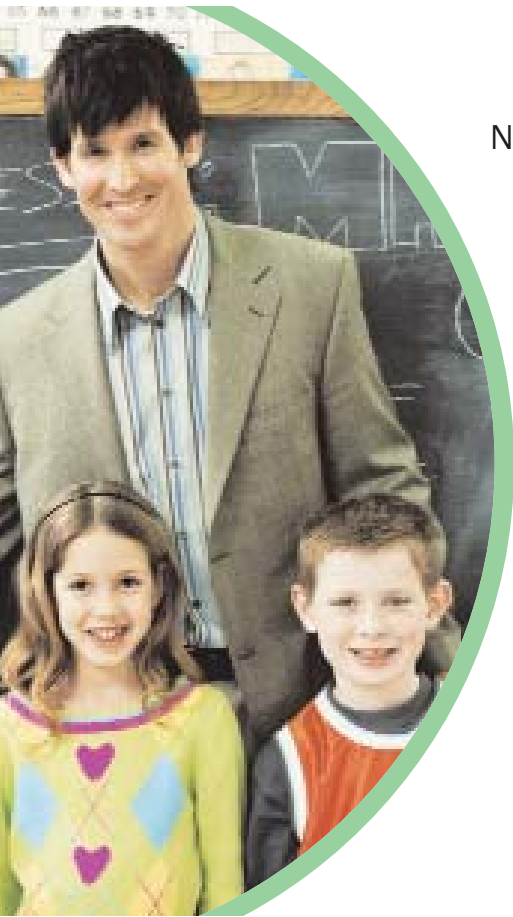
First year teachers that are new to the profession and have graduated from a traditional teacher preparation program must complete five core learning courses within the first two years of their employment. Each course offers practical strategies that new teachers can readily implement in their classrooms to enhance teaching and learning. NEST sessions provide follow-up support to reinforce core learning.

Courses are organized according to the topics set forth below. Teachers must complete one course per topic and during their first year of employment, teachers must complete courses under three of the five topics:

- Classroom Management
- Instructional Strategies
- Family Communications
- Content Area
- Assessment







Nearly all courses are offered through face-to-face sessions that will be scheduled monthly. Each MINT course involves a minimum of 10 contact hours and required follow up components. Teachers may attend courses during the two designated Professional Development Days and/or on Saturdays. Upon successful completion of each course, teachers will receive Master Plan Points. To register for a course, please log on to <http://calendar.dadeschools.net>. To facilitate registration, core learning courses have been conveniently identified with the MINT acronym preceding each course title. For content area courses, teachers may select an appropriate course from the teacher's corresponding content area. The PD Menu & Registration System allows registrants to view courses available through each subject area department.

### ALTERNATIVE PROFESSIONAL PREPARATION PROGRAM (AP3)

New teachers that did not major in education may apply to participate in the Alternative

Professional Preparation Program (AP3) in lieu of completing MINT core learning courses. This rigorous program offered at no cost allows non-education majors to meet professional education coursework requirements relating to the Professional Educator Certificate. To be eligible for participation in the year-long AP3 program, applicants must:

be employed in a full-time, permanent M-DCPS instructional position; (Please note, teachers with a District Vocational Certificate ARE NOT eligible to participate.)

- 1 hold or be eligible to hold a three-year Temporary Certificate issued by the Florida Department of Education (FDOE), Bureau of Teacher Certification; and
- 2 possess a Bachelor's or higher degree and meet the subject area certification requirements in a subject area for which a professional certificate may be issued. Subject area requirements may be met by passing the Florida Teacher Certification Examination Subject Area Test or completing alternate specialization requirements
- 3 For more information regarding the Alternative Preparation Program, please visit the AP3 website at <http://prodev.dadeschools.net/AP3/ap3.asp>.

## OTHER DISTRICT REQUIRED TRAINING FOR NEW TEACHERS:

- The **Ethics** course addresses federal laws, state statutes, school board rules, policies and

procedures that govern employees' conduct. This course is available online.

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- **Instructional Performance Evaluation and Growth System (IPEGS)** is an evaluation tool that uses multiple data sources to evaluate performance by instructional personnel. During its pilot implementation, IPEGS training sessions are offered for instructional personnel employed in schools that are participating in the pilot program.
- **Gradebook** training introduces teachers to the district's electronic gradebook features, including icons, menus, gradebook configuration and basic troubleshooting techniques. In-class activities will include organizing personal data items, creating assignments, entering and editing grades, taking attendance, entering required assessments and generating basic reports. This



course is offered through face-to-face sessions.

New teachers should complete Ethics, IPEGS and Gradebook courses during their first year. Courses are scheduled throughout the school year and registration for most sessions is available online at <http://calendar.dadeschools.net>.





## NEW EDUCATOR SUPPORT TEAM (NEST) SESSIONS

NEST provides an opportunity for teacher collaboration through participation in professional learning communities facilitated by National Board Certified Teachers (NBCTs). NEST sessions provide follow-up support for MINT core learning courses and foster a collegial environment that allows participants to share best practices and address site-specific areas of concern. Bi-monthly NEST sessions are held after school hours and scheduled according to feeder pattern. Participation is voluntary and teachers that attend all sessions will be able to earn Master Plan Points. Teachers must pre-register for NEST sessions online at <http://calendar.dadeschools.net>.

## RELEASE TIME

All new teachers, including teachers with previous teaching experience, will be allotted two release days during their first year in order to observe their mentor and/or other veteran teachers in their classrooms. Mentors will also secure release time to observe their new teacher mentee in his/her classroom. Following each observation, mentors and new teacher mentees will reflect on lessons observed, discuss instructional strategies and develop a plan to incorporate key learnings in the new teacher's classroom. Scheduling for classroom observations and follow up discussions will be coordinated by mentors and mentees. Principals will accommodate requests for release time. Guidelines and forms to facilitate the new teacher's observation of a veteran teacher classroom are accessible at <http://prodev.dadeschools.net/MINT/default.asp>.





## SELF ASSESSMENT

In collaboration with their mentors or buddy teachers, new teachers will undertake a self assessment to identify their strengths and areas for growth. The self assessment, which incorporates standards for exemplary instruction set forth in the Florida Educator Accomplished Practices (FEAP), must be completed within the first 30 days of each new teacher's employment. To download the self-assessment protocol, please log on to <http://prodev.dadeschools.net/MINT/default.asp>. From the self assessment results, the teacher will prepare IPEGS Goal Setting and Learner/ Program Progress Form that identifies specific professional development needs aimed at improving teaching and learning for students assigned to the teacher. By encouraging new teachers to periodically assess their skills and adjust their professional development goals as needed, the IPEGS Goal Setting and Learner/ Program Progress Form promotes continuous improvement through reflective practice.



## MINT NEW TEACHER ACTIVITY E-LOG

Upon completion of each MINT program activity (i.e. attendance at New Teacher Orientation, completion of MINT core learning courses, attendance at a NEST session, observations of veteran teacher classrooms, mentor/mentee interactions, etc.), new teachers must record information relating to the activity on the New Teacher Activity E-Log. The log tracks compliance with MINT program requirements and allows new teachers to chart their attainment of professional learning goals as set forth in the Individual Professional Development Plan (IPDP). Principals and Professional Development Support Specialists from the Beginning Teacher Program will monitor log entries to measure each teacher's progress and identify additional support needs. Please note, teachers with previous teaching experience are not required to record information on the log.

The New Teacher Activity E-Log is accessible at <http://prodev.dadeschools.net/MINT/default.asp>







## NEW TEACHER HELPLINE

The Professional Development Department, in collaboration with the Office of Human Resources, is committed to supporting new teachers as they provide high quality instruction that insures academic success for all students. New and early career educators that may require immediate assistance should contact the New Teacher Helpline at 305-995-7888. Callers may request information regarding personnel issues, classroom management support, teaching strategies, etc. The helpline can also assist teachers in obtaining school site support and mentoring services. All calls will be returned within 24 hours.

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

