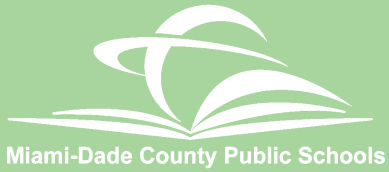


MENTORING AND INDUCTION FOR NEW TEACHERS



MIAMI-DADE COUNTY PUBLIC SCHOOLS
OFFICE OF PROFESSIONAL DEVELOPMENT



THE SCHOOL BOARD OF MIAMI-DADE COUNTY

Agustin J. Barrera, Chair
Dr. Martin Karp, Vice-Chair
Renier Díaz de la Portilla
Evelyn Langlieb Greer
Perla Tabares Hantman
Dr. Robert B. Ingram
Ana Rivas Logan
Dr. Marta Pérez
Dr. Solomon C. Stinson

SUPERINTENDENT

Rudolph F. Crew, Ed.D.

DEPUTY SUPERINTENDENT PROFESSIONAL DEVELOPMENT

Ava G. Byrne

EXECUTIVE SUMMARY

The United States Department of Education estimates that over two million new teachers will be needed nationwide by 2010 – an average of more than 200,000 new teachers per year. Miami-Dade County Public Schools (M-DCPS) anticipates that 8,000 new teachers will be hired by 2010. During the 2006–2007 school year, approximately 2,500 new teachers will be hired in Miami-Dade County alone.

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. During 2004–2005, 8% of first year teachers or 190 of the approximately 2,500 new teachers hired in the district left after their first year of employment.

Mentoring and Induction for New Teachers (MINT) was developed to support and retain new and early career teachers to insure that students in 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 that 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. Sustained support will be provided to approximately 2,500 new teachers hired each year in M-DCPS.

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, reflection, self-assessment and goal setting activities, core learning courses and participation in professional learning communities through New Educator Support Team (NEST). MINT incorporates a strong technology component including web logs, discussion forums and webinars to enhance communication and thereby promote supportive learning



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

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 two mentoring and coaching sessions conducted by the New Teacher Center at the University of California, Santa Cruz, a national leader in the development and research of induction programs.

Related new teacher projects that provide specialized services to new teachers are aligned with MINT and coordinated to insure implementation of MINT guidelines while enriching the level of support provided under MINT. These include programs funded by grants such as Accomplished Teachers Empowering and Assisting Mentees (A-TEAM), Mathematica/New Teacher Center, Project Getting Assistance to Teach Effectively (GATE) and the Alternative Professional Preparation Program (AP3).



TABLE OF CONTENTS

Program Overview.....	1
■ Introduction	
■ Rationale	
■ New Teacher Needs	
Guiding Principles.....	4
Expected Outcomes.....	5
Program Participants’ Roles & Responsibilities.....	7
■ New Teachers – 1st year	
■ Early Career Teachers – 2nd and 3rd years	
■ Principals	
■ Mentors (Site-based)	
■ Mentors (Online)	
■ Professional Development Beginning Teacher Support Specialists	
New Teachers – 1st Year.....	8
New Teachers with Previous Teaching Experience – 1st Year in M-DCPS.....	10
Early Career Teachers – 2nd and 3rd Years.....	11
Teachers with Previous Teaching Experience – 2nd and 3rd Year in M-DCPS.....	13
Professional Development Beginning Teacher Support Specialists.....	14
Mentor Eligibility and Selection Criteria.....	15
Mentor Compensation.....	16
Program Elements.....	17
■ Links to Professional and Ethical Standards	
■ Orientation	
■ Support	
■ Mentoring	
■ Professional Learning	
■ Release Time	
■ Recognition	
■ Evaluation	
■ Individual Professional Development Plan	
■ Technology Component	



Specialized Programs for New Teachers.....25
 ■ MINT Support Programs

MINT Program Timeline.....28

References.....30

Appendix A: Florida Educator Accomplished Practices.....32

Appendix B: Alternative Professional Preparation Program.....34

Appendix C: MINT New Teacher Activity E-Log.....37

Appendix D: MINT Mentor E-Log.....38



MENTORING AND INDUCTION FOR NEW TEACHERS (MINT)

INTRODUCTION

The Miami-Dade County Public Schools' Strategic Plan has identified the recruitment, development and retention of high performing, diverse and motivated faculty and staff as a critical district goal. The M-DCPS Mentoring and Induction for New Teachers (MINT) Program, designed by the Office of Professional Development, directly supports this objective by establishing a comprehensive three year plan aimed at developing and retaining new and early career teachers through a variety of new teacher initiatives. The program outlines a research-based framework to facilitate the transition from new/early career teacher to accomplished educator. By providing sustained support for approximately 2,000 to 2,500 new teachers hired each year, MINT will impact the professional norms, attitudes and standards that guide a teacher's practice over the course of his/her career.

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 school site teachers serve as mentors for teachers that are new to 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 a five-day orientation session 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 first three days of the orientation introduce new teachers to District policies and procedures, curriculum and



preparatory activities for the first days of school. During the fourth and fifth days, participants attend orientation activities at their assigned school sites.

ONGOING SUPPORT

First year teachers without previous teaching experience receive guidance and support from a site based mentor. To insure 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, new 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) and the District's needs assessment data collected from the 2006 New Teacher Orientation Online Survey. New teachers will also participate in bi-monthly New Educator Support Team (NEST) sessions. NEST is a professional learning community spearheaded by National Board Certified Teachers (NBCT's) that serves as a vehicle for new teacher support. NEST provides follow-up to the core learning courses offered to new teachers and facilitates the acclimation of newly-hired teachers into the profession.

Second and 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 virtual mentors, retired teacher mentors 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.

CONTINGENCY PLAN

First year teachers working in schools that lack an infrastructure allowing veteran teachers to support high numbers of new teachers, may be eligible to receive the services of a full-time released mentor. The new teachers will benefit from the mentor/mentee model developed by the New Teacher Center at the

University of California, Santa Cruz, which will provide one-on-one mentoring by a carefully selected and highly trained mentor. Each mentor will be assigned to work with up to 15 beginning teachers and provide each teacher two hours of support weekly. Additional components are designed to create a network of support for the new teacher and the mentor and align the induction model with other key initiatives implemented at the school site/district.

In recognition of the varied needs demonstrated by a) new teachers that have graduated from a teacher preparation program and lack teaching experience, b) teachers that hail from non-education fields and c) experienced classroom teachers that are new to the District, MINT addresses each category through specialized strands that include targeted professional development.

RATIONALE

The United States Department of Education estimates that over two million new teachers will be needed nationwide by 2010 – an average of more than 200,000 new teachers per year. As the country's fourth largest school district, M-DCPS anticipates that 8,000 new teachers will be hired by 2010. During the 2006–2007 school year, approximately 2,500 new teachers will be hired in Miami-Dade County alone. This trend is fueled by projected increases in the number of teachers retiring within the next several years and adverse teacher attrition rates (Kelly, 2004).

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 teacher turnover rate in M-DCPS for the 2005-2006 school year was 4.65%.

The school administrator's leadership abilities provide one critical link in promoting teacher retention. In the absence of administrative support, beginning teachers

NEW TEACHER ORIENTATION STRANDS

NEW TEACHERS - GRADUATES FROM TEACHER PREPARATION PROGRAMS

Learning activities for new teachers that 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 that 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 that 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.

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 that 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 the New Teacher Orientation sessions held during August, 2005, and August, 2006, 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 that 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. This 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.

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 that will assist new teachers; and
- Insure 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;
- Insure 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/EARLY CAREER TEACHERS -
1 TO 3 YEARS OF TEACHING EXPERIENCE IN PERMANENT FULL-TIME
INSTRUCTIONAL POSITIONS
 - New Teachers – teacher preparation program graduates that are new to the profession
 - New Teachers – non-education majors
 - Experienced Teachers – new to the district
- PRINCIPALS
- MENTORS (SITE-BASED)
- MENTORS (ONLINE)
- PROFESSIONAL DEVELOPMENT BEGINNING TEACHER
SUPPORT SPECIALISTS

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 insure 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 16 “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 16 “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 providing feedback, guidance, instruction and appropriate materials 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 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 New Educator Support Team (NEST) sessions <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 NEST sessions monthly
Program Evaluations	<ul style="list-style-type: none"> Participate in MINT evaluation 	<ul style="list-style-type: none"> Participate in MINT evaluation 	<ul style="list-style-type: none"> Participate in MINT evaluation



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 insure 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 an NBCT) Assign an online mentor to teachers new to the District with three or more years of experience Communicate assignments to teachers and mentors Monitor interactions to insure 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 new teacher with three or more years of experience with online support 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 Access online mentor, as needed
Observations	<ul style="list-style-type: none"> Conduct formal and informal observations providing feedback, guidance, instruction and appropriate materials to assist new teachers 	<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 two days of mentor professional development, if applicable 	<ul style="list-style-type: none"> Register for professional development, as needed Participate in four Webinars and participate in online follow-up led by NBCTs Prepare to transition to accomplished teaching level
Program Evaluation	<ul style="list-style-type: none"> Participate in MINT evaluation 	<ul style="list-style-type: none"> Participate in MINT evaluation 	<ul style="list-style-type: none"> Participate in MINT evaluation

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

MINT PROGRAM REQUIREMENTS	PRINCIPAL RESPONSIBILITIES	NATIONAL BOARD CERTIFIED TEACHER (NBCT) AND RETIRED TEACHER MENTOR RESPONSIBILITIES	TEACHER RESPONSIBILITIES
Staying Strong Conference	<ul style="list-style-type: none"> Communicate conference information to 2nd and 3rd year teachers to insure 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 and 3rd Year Teachers:</p> <ul style="list-style-type: none"> Distribute information regarding availability of NBCT mentors, including availability of virtual mentors Facilitate computer access to interact with online mentors Monitor the support provided to the new teachers Monitor interactions between mentor and mentees 	<p>2nd Year Teachers:</p> <ul style="list-style-type: none"> Maintain MINT Mentor E-Log of mentor-mentee interactions Meet as needed either face-to-face or online with mentee(s) Maintain interactive journal of e-mail communications with mentee(s) Assist teacher in developing Individual Professional Development Plan Assist new teacher 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>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) 	<p>2nd 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 an Individual Professional Development Plan Complete MINT New Teacher Activity E-Log <p>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 an Individual Professional Development Plan Complete MINT New Teacher Activity E-Log
Observations	<ul style="list-style-type: none"> Conduct formal and informal observations for 2nd and 3rd year teachers 	<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	NATIONAL BOARD CERTIFIED TEACHER (NBCT) AND RETIRED TEACHER MENTOR 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 an 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 a professional learning community by attending bi-monthly NEST sessions <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 a professional learning community by attending NEST sessions monthly
Program Evaluation	<p>2nd and 3rd Year Teachers:</p> <ul style="list-style-type: none"> ■ Participate in MINT evaluation 	<p>2nd and 3rd Year Teachers:</p> <ul style="list-style-type: none"> ■ Participate in MINT evaluation 	<p>2nd and 3rd Year Teachers:</p> <ul style="list-style-type: none"> ■ Participate in MINT evaluation

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

MINT PROGRAM REQUIREMENTS	PRINCIPAL RESPONSIBILITIES	NATIONAL BOARD CERTIFIED TEACHER (NBCT) AND RETIRED TEACHER MENTOR RESPONSIBILITIES	TEACHER RESPONSIBILITIES
NBCT and Retired Teacher Mentor/Professional Partner Interactions	<ul style="list-style-type: none"> ■ Distribute information regarding availability of NBCT mentors, including availability of virtual mentors ■ Monitor interactions to insure that teacher is receiving adequate support ■ Facilitate computer access to interact with online mentor 	<ul style="list-style-type: none"> ■ Meet as needed either face-to-face or online 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 NBCT mentor/Professional Partner to insure 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 mentor training or professional development to become certified as an NBCT mentor, if applicable 	<ul style="list-style-type: none"> ■ Register for professional development, as needed ■ Attend four Webinar sessions and participate in online follow-up
Program Evaluation	<ul style="list-style-type: none"> ■ Participate in MINT evaluation 	<ul style="list-style-type: none"> ■ Participate in MINT evaluation 	<ul style="list-style-type: none"> ■ Participate in MINT evaluation

PROFESSIONAL DEVELOPMENT BEGINNING TEACHER SUPPORT SPECIALISTS



The Professional Development Beginning Teacher Support Specialist serves as a liaison with the District office, regional centers and schools to facilitate the implementation of MINT activities and monitor support provided to new teachers. In addition to delivering professional development sessions, they will visit schools with the highest proportion of new teachers to insure MINT implementation and provide an additional level of in-class support for new teachers.

SPECIFIC ACTIVITIES:

- Coordinate, schedule and deliver professional development in the five core courses;
- Provide follow-up for the core courses;
- Conduct needs assessments to identify the needs of new teachers in order to deliver relevant professional development;
- Collect MINT program data to document participation of program participants and determine the effectiveness and impact of the activities;
- Provide site-based assistance and support for new teachers and mentors;
- Coordinate New Educator Support Team (NEST) sessions;
- Monitor the school based implementation of MINT; and
- Attend periodically scheduled professional development for MINT programs.

Collaborating with an expert, such as a coach or lead teacher, is a satisfying way to learn because together you build, clarify and refine new and innovative teaching practices.

Laura Robb

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 regular 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:

- 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; and
- Experience working with adult learners.

The stakes are high. Every day, we wager the future of this country on our teachers. We are daily entrusting the dreams of our young people to those who teach them. Whether those dreams are delayed, denied, or fulfilled is ours to decide.

No Dream Denied
National Commission on Teaching and America's Future
Washington, D.C., January 2003



MENTOR COMPENSATION



Mentors assigned to assist a maximum of two first-year teachers will earn annual stipends in the amount of \$500 for each new 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 and 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 insures 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.



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

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 that lack teaching experience as set forth in the Mentor Compensation chart on page 16. In assigning mentors, principals will insure 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 that 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 that will assist their assigned mentee in accessing curriculum resources and navigating procedures and policies as needed. Teachers that are new to the District and have accumulated three or more years of teaching experience prior to their employment with M-DCPS will be assigned an online mentor that may be accessed as needed.
- **Helpline:** New teachers may request District level support by accessing the New Teacher Helpline at 305-995-7888.
- **New Educator Support Team (NEST):** New teachers participate in professional learning communities spearheaded by National Board Certified Teachers. NEST sessions are held bi-monthly at schools in each feeder pattern to provide an opportunity for new 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. The Office of Professional Development will schedule NEST sessions and assign NBCT mentors.

- **Teaching and Learning Centers:** Two Teaching and Learning Centers will be established to provide opportunities for new elementary teachers to observe effective classroom instruction delivered to students, as well as best practices. New teachers will be able to participate in a co-teaching model designed to improve student learning and educator development.
- **Additional School-Based Support:** A primary resource to assist new teachers includes school-based support provided by Reading and Mathematics 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 that may lack access to school-based assistance may seek additional support provided through the District.

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 Competency-Based Curriculum (CBC) in their respective content areas. All new teachers will participate in an Overview of MINT 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. Each course will include a follow-up component that will be completed through an online discussion forum, NEST sessions and/or classroom visitations by Professional Development Curriculum Support Specialists. The professional development sessions are organized according to the following core areas:

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

New teachers that hail from non-education fields will be required to complete the District 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 Saturdays, 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, District Director, Beginning Teacher Program, 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. This ten-hour course includes a New Educator Support Team (NEST) follow-up session.

Planning with the End in Mind: How do early career teachers insure 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. This program includes a New Educator Support Team (NEST) follow-up session.

■ 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 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 in this ten-hour session. This course includes a New Educator Support Team (NEST) follow-up 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. This course includes a New Educator Support Team (NEST) follow-up session.

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, to formulate questions that will promote high-level thinking by students. This course includes a New Educator Support Team (NEST) follow-up session.

■ 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. This ten-hour program includes a New Educator Support Team (NEST) follow-up session.

Involving Families in the Learning Process: Participants will learn research-based strategies to involve families in the classroom in an effort to positively impact student achievement. In addition, they will discover strategies for parent conferencing, preparing for a successful Open House and hosting Parent Curriculum Nights. This ten-hour program includes a New Educator Support Team (NEST) follow-up session.

■ 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 (CREating Independence

through Student-owned Strategies), graphic organizers and flexible grouping methods for all students. This ten-hour program includes a New Educator Support Team (NEST) follow-up session.

The Big Five for Literacy Development: This course is designed to familiarize participants with the five areas targeted by the Florida Department of Education to develop fluent readers including Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. This ten-hour course will offer the methodology along with strategies for each area. Follow-up will consist of a participant product that the instructor will identify through the use of the strategies and techniques used in the course.

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.

Other Content Area Courses: Accessible online at www.calendar.dadeschools.net

■ ASSESSMENT

Methods of Effective Authentic Assessment: This professional development session will introduce new teachers to various types of assessment – informal vs. formal, formative and summative. In addition, traditional methods such as multiple choice paper and pencil assessment give way to more innovative, meaningful assessment in the form of performance-based grading. As a result, participants will understand that assessment is an on-going process aimed at understanding and improving student learning. Participants in this ten-hour course complete a follow-up product that the instructor will identify through the strategies and techniques used in the course.

Digging into Data: This workshop will explain the difference between data and information and how analyzing

student data can assist the classroom teacher in making smarter instructional choices that impact student performance. This ten-hour program includes a New Educator Support Team (NEST) follow-up session.

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)
- Florida Online Reading Professional Development (FOR-PD) Competency 2 (60-hour course offered online) or 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
- Professional Assessment and Comprehensive Evaluation System (PACES)/Instructional Performance Evaluation and Growth System (IPEGS)
- 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
- Foundations in Mentoring based on the New Teacher Center Model established by the University of California at Santa Cruz (Two-day course)

The courses are 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

PRINCIPAL TRAINING

Principal oversight of new teacher support insures 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.



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.

EVALUATION

Participants, including new teachers, mentors and principals will evaluate the program implementation at the conclusion of the school year. Evaluation will be conducted through surveys and focus groups to elicit comments and feedback. New teachers will receive surveys throughout the year regarding their participation in the New Teacher Orientation, seminars and other support activities. Ongoing feedback is also secured through the New Teacher Helpline.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

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.

Within the first 30-day period following a new teacher's employment, the new teacher must complete an online self-assessment activity based on the FEAP. Upon completion of the self-assessment and a review of their student data, the new teacher, mentor and principal identify goals to be included in the IPDP. In addition to the support provided by mentors and principals in collaborating with new teachers as they initially plan goals included in the IPDP, observations and pre/post observation conferences provide an important venue for reflective analysis that undergirds the work invested in preparing a comprehensive, well planned IPDP.

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 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).



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

Ken Blanchard



SPECIALIZED PROGRAMS FOR NEW TEACHERS

The chart below delineates current new teacher initiatives that are aligned to MINT and enhance the level of support offered through the program.

MENTORING AND INDUCTION FOR NEW TEACHERS (MINT) SUPPORT PROGRAMS			
Program	Mentors	Mentees	Core Learning
Mathematica Policy Research, Inc./ New Teacher Center	Five full-time Professional Development Specialists	55 new teachers in second year of teaching	Monthly Seminars
New Teacher Mentoring Program	Retired teachers trained to mentor	Select teachers in high need schools that lack a site-based mentor	Five Core Courses NEST
Project (GATE) Getting Assistance to Teach Effectively	Special Education (SPED) teachers	Select (SPED) teachers in their first and second year of teaching	Five Core Courses NEST
New Educator Support Team (NEST)	NBCT mentors	New teachers not assigned a site-based mentor	Bi-monthly sessions provide follow-up to core learning courses
Accomplished Teachers Empowering and Assisting Mentee (A-TEAM)	Three full-time Professional Development Specialists	New teachers in their first year of teaching at select high need schools	Five Core Courses NEST
Alternative Professional Preparation Program (AP3)	Varies	Alternative Certification Non-Education Majors	State approved in-service courses or college courses NEST

The following is a description of each supporting project:

New Teacher Mentor Program

Available to all second year teachers that apply. This program was developed and implemented by The Education Fund in collaboration with the Office of Professional Development. Retired teachers provide induction support to new teachers during a nine-week period for ½ day per week. Retired teachers receive mentor training and are assigned to new teachers in critical need schools. All teachers in their second year of teaching may request a retired teacher mentor by calling the New Teacher Helpline established by the Office of Professional Development at 305-995-7888.

Mathematica/New Teacher Center

M-DCPS has been selected to participate for a second year in a study sponsored by the U.S. Department of Education and conducted by Mathematica Policy Research, Inc. designed to assess the impact of mentoring on teacher retention and student achievement. This comprehensive program was developed by the New Teacher Center at the University of California in Santa Cruz after extensive research on mentor-based induction.

As a participating district, M-DCPS is fortunate to have five full-time Professional Development Specialists hired for the study. Each mentor assists approximately 12 to 14 beginning teachers. Participating teachers and schools receive high-quality training and professional development opportunities provided by staff from the New Teacher Center. This mentoring program is a high-intensity teacher induction program supporting select teachers in their second year of teaching.

The goal of the New Teacher Center induction program is to advance the skills and knowledge of new teachers by providing assistance and support. This collaborative model focuses on improving classroom practice and developing reflective teachers that are responsive to the diverse cultural, social and linguistic backgrounds of all students.

Mentors receive intensive skills on coaching and mentoring. They spend a minimum of two hours per

week with each beginning teacher assigned to them. Mentors attend weekly Mentor Forums to reflect on their practice and discuss their mentoring successes and the growth of their assigned beginning teachers. The topics of the Mentor Forums include: Using Collaborative Logs, Creating an Effective Environment for Learning, Setting Professional Goals, Analysis of Observation Data, Analysis of a Coaching Success, Planning Instruction, Understanding and Organizing Subject Matter and Using the Lens of Equity and Analysis of Practice. The following treatment schools are receiving these services: Banyan Elementary, Barbara Hawkins Elementary, Ben Sheppard Elementary, Citrus Grove Elementary, Claude Pepper Elementary, Cutler Ridge Elementary, Dupuis Elementary, Earlington Heights Elementary, Eugenia B. Thomas Elementary, Flamingo Elementary, Jack Gordon Elementary, John L. Whigham Elementary, Miami Springs Elementary, Norma Bossard Elementary, North Miami Elementary and Van E. Blanton Elementary.

Project Getting Assistance to Teach Effectively (GATE)

Available to all new ESE teachers that apply. Project GATE (Getting Assistance to Teach Effectively) is a mentoring program that emerged from a collaboration between the Dade/Monroe Professional Development Partnership, the Office of Professional Development and the Division of Special Education. This project supports newly-hired special education teachers, including those working out-of-field that do not receive one-to-one site-based mentoring and special education teachers in their second year. Teachers apply to participate in the project and are assigned a mentor. Mentors and mentees receive training on special education procedures and engage in a variety of mentoring activities, including workshops and face-to-face meetings. Program evaluation, satisfaction surveys and data on the number of teachers retained are used to evaluate the project's success. Mentors receive a stipend for providing support to their mentees.

New Educator Support Team (NEST)

NEST is a vehicle for new teacher support that was established to facilitate the acclimation of newly-hired teachers and support ongoing professional development.

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

Dale Carnegie

NEST also provides an opportunity for teacher collaboration and the establishment of professional learning communities. NEST sessions facilitated by National Board Certified Teachers (NBCTs) allow NBCTs to earn mentoring hours applicable to receipt of the Dale Hickam Excellent Teaching Program mentoring bonus. Curriculum Support Specialists also facilitate NEST sessions. Sessions are held in most feeder pattern schools throughout the District and attendance is open to all new and early career teachers. The following professional growth opportunities are fostered through participation in NEST:

- Modeling of instructional strategies during one-hour bi-monthly sessions on topics such as Classroom Management, Lesson Planning, Differentiated Instruction, Continuous Improvement Model, Questioning Techniques and Assessing Student Learning;
- Brainstorming, collaboration, thought-partnerships and sharing of best practices;
- Follow-up support to the core courses to develop teaching strategies and work on site-specific areas of concern and develop action plans to address these concerns; and
- Studying and analyzing student work and artifacts.

Accomplished Teachers Empowering and Assisting Mentees (A-TEAM)

This program is funded by a grant from the Florida Department of Education for New and Early Career Teachers in High Needs Schools. Three full-time Professional Development Specialists are assigned to support new and early career teachers in select high need schools. Mentors assist the mentees using a co-teaching model, conducting demonstration lessons and modeling best practices. Mentors receive intensive training and support in the mentoring process. The following schools are participating in this program: Edison Park Elementary, Little River Elementary, Lenora B. Smith Elementary, Morningside Elementary, Myrtle Grove Elementary and Nathan B. Young Elementary.

Alternative Professional Preparation Program (AP3)

(State Statute 1012.98) is a state approved program open to all non-education majors currently employed by M-DCPS. Participation in this program which can be completed within the first three years, enables new teachers to become qualified instructional professionals, able to work successfully in their identified teaching fields. AP3 participants are required to attend seminars and other professional development activities aligned to the FEAP and designed to meet the Professional Education Competence requirement needed for initial certification in Florida. Participants are exempt from attending the five core courses provided to teacher preparation program graduates that are new to the profession.

Inside every great teacher, there's an even better one waiting to come out.

Dr. Harry K. Wong

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 ✓ Insure that mentors attend one required training session ✓ Provide school site 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 ✓ 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 annual 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 ✓ 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 ✓ Attend in-service - Instructional Strategies ✓ Meet with mentor one hour per week ✓ Attend bi-monthly NEST sessions ✓ Complete online self-assessment ✓ Complete Individual Professional Development Plan 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend bi-monthly NEST sessions ✓ Request the assignment of an online NBCT or retired teacher mentor ✓ Complete self-assessment and Individual Professional Development Plan 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend bi-monthly NEST sessions ✓ Request the assignment of an online NBCT mentor (optional) ✓ Complete self-assessment and Individual Professional Development Plan
<ul style="list-style-type: none"> ✓ Attend in-service - Family Communication ✓ Attend in-service - Content Area ✓ Meet with mentor one hour per week ✓ Observe mentor teacher or another experienced teacher's classroom ✓ Attend bi-monthly NEST sessions 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend bi-monthly NEST sessions ✓ Collaborate with NBCT or retired teacher mentor 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend bi-monthly NEST sessions ✓ Collaborate with online NBCT mentor
<ul style="list-style-type: none"> ✓ Attend in-service - Assessment ✓ Attend bi-monthly NEST sessions ✓ Complete online self-assessment ✓ Update Individual Professional Development Plan, if needed ✓ Meet with mentor one hour per week 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend bi-monthly NEST sessions ✓ Collaborate with NBCT or retired teacher mentor 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend bi-monthly NEST sessions ✓ Collaborate with online NBCT mentor
<ul style="list-style-type: none"> ✓ Meet with mentor one hour per week ✓ Attend bi-monthly NEST sessions 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend bi-monthly NEST sessions ✓ Collaborate with NBCT or retired teacher mentor 	<ul style="list-style-type: none"> ✓ Attend in-service training, as needed ✓ Attend bi-monthly NEST sessions ✓ Collaborate with online NBCT 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 NBCT or retired teacher mentor ✓ Participate in MINT Program Evaluation ✓ Update MINT New Teacher Activity E-Log 	<ul style="list-style-type: none"> ✓ Collaborate with NBCT or retired teacher mentor ✓ Participate in MINT Program Evaluation ✓ Update MINT New Teacher Activity E-Log

REFERENCES

- Berry, B. (2001). No shortcuts to preparing good teachers. [Electronic version]. *Educational Leadership*, 58(8), 32-36.
- Berry, B. (2005). Recruiting and retaining board-certified teachers for hard-to-staff schools. *Phi Delta Kappan*, 87(4), 290-297.
- Breaux, A. L., & Wong, H. K. (2003). *New teacher induction: How to train, support, and retain new teachers*. Mountain View, CA: Harry K Wong Publications, Inc.
- Darling-Hammond, L., (February 1998). Teacher Learning That Supports Student Learning. [Electronic version]. *Educational Leadership*, 55(5), 6-11.
- Darling-Hammond, L., & Youngs, P. (2002). Defining highly qualified teachers: What does scientifically-based research actually tell? [Electronic version]. *Educational Researcher*, 31(9), 13-25.
- Feiman-Nemse, Sharon (2003). What New Teachers Need to Learn. [Electronic version]. *Educational Leadership*, 60(8) 25-29.
- Freiberg, H. Jerome (2002). Essential Skills for New Teachers. [Electronic version]. *Educational Leadership*, 59(6) 56-60.
- Hiatt-Michael, Diana (2001). Preparing Teachers to Work with Parents. [Electronic version]. *ERIC Digest*.
- Ingersoll, R. M., Smith, T. M. (2004). Do teacher induction and mentoring matter? [Electronic version] *NAASP Bulletin*, 88, 28-40.
- Johnson, S. M. & The Project on the Next Generation of Teachers. (2004). *Finders and Keeper: Helping New Teachers Survive and Thrive*, 113. San Francisco; Jossey-Bass.
- Kelley, L. M. (2004). Why induction matters. [Electronic version]. *Journal of Teacher Education*, 55(5), 438-449.
- Mandel, Scott (2006). What New Teachers Really Need. [Electronic version]. *Educational Leadership*, (63) 6, 66-69.
- Moir, Ellen and Baron, Wendy (2002). Looking closely, every step of the way. [Electronic version]. *Journal of Staff Development*, 23(4).

- Nakai, K., & Turley, S. (2003). Going the alternate route: Perceptions from non-credentialed teachers. [Electronic version]. *Education*, 123(3), 570-585.
- National Association of Elementary School Principals (NAESP) (2005, May). Support new teachers and keep them teaching. *The Education Digest*, 70(9), 40-42.
- Smith, T.M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? [Electronic version]. *American Educational Research Journal*, 41(3), 681-714.
- Stansbury, Kendyll and Zimmerman, Joy (2002). Smart induction programs become lifelines for the beginning teacher. [Electronic version]. *Journal of Staff Development*, 23(4).
- Wong, H. K. (2004). Induction programs that keep new teachers teaching and improving. [Electronic version]. *NAASP Bulletin*, 88(638), 41-58.

APPENDIX A

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

1. ASSESSMENT

The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject-area inventories, cumulative records, and student services information. The professional teacher develops instructional plans that meet students' cognitive, social, linguistic, cultural, emotional, and physical needs.

2. COMMUNICATION

The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and that produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. The teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles, and abilities.

3. CONTINUOUS IMPROVEMENT

The professional teacher recognizes the need to strengthen her/his teaching through self-reflection and commitment to lifelong learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in in-service, participation in school/community committees, and designing and meeting the goals of a professional development plan.

4. CRITICAL THINKING

The professional teacher uses a variety of performance assessment techniques and strategies that measure higher-order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.

5. DIVERSITY

The professional teacher establishes a "risk-taking" environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, and creating a climate of openness, inquiry, and support.

6. ETHICS

Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

7. HUMAN DEVELOPMENT AND LEARNING

Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background, and developmental level.

8. KNOWLEDGE OF SUBJECT MATTER

The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real-world “integrated settings.” The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching methods. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.

9. LEARNING ENVIRONMENTS

The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences that would create such an environment, and by honoring dissent.

10. PLANNING

The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas. The professional teacher plans individually with students and with other teachers to design learning experiences that meet students’ needs and interests. The teacher continues to seek advice/information from appropriate resources (including feedback), interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

11. ROLE OF THE TEACHER

The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals, and other members of the student’s support system to promote continuous improvement of the educational experience.

12. TECHNOLOGY

The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/He provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

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 that 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 this chapter and rules of Florida Board of Education;
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 Board of Education rule.

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 Seminars 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 Seminars 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 Issues and Strategies (60-hour course) or Issues and Strategies for LEP students (18-hour course)

This course addresses issues pertaining to limited English proficient students and linguistic diversity. Participants will examine relevant legal decisions, including *Lau v. Nichols* and *LULAC et al. v. State Board of Education Consent Decree*. Participants will review strategies to assess initial English language proficiency and the utilization of effective ESOL strategies and techniques.

4. Florida Online Reading Professional Development Competency 2, FOR-PD (60- hour course) (Offered as an online course) or Foundations of Research-Based Practices (Competency 2)

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:

Ms. Cindy Caldwell
Instructional Supervisor
Beginning Teacher Program
E-mail: cincaldwell@dadeschools.net

APPENDIX C

MINT NEW TEACHER ACTIVITY E-LOG

<input type="button" value="Submit"/>	MIAMI-DADE COUNTY PUBLIC SCHOOLS MINT- NEW TEACHER ACTIVITY E-LOG ONLINE CHECKLIST	
NAME: _____	EMPLOYEE #: _____	WORK LOCATION #: _____
SCHOOL: _____		
Click in any field to enter information		
1. Attend the New Teacher Orientation Click to indicate date of completion _____	Attend other inservice courses Specify below:	
2. Complete self assessment and individual Professional Development Plan Click to indicate date of completion _____		
3. Observe veteran/mentor teacher Click to indicate date of completion _____		
4. Attend Seminar One - Classroom Management for new teachers Click to indicate date of completion _____		
5. Attend Seminar Two - Instructional Strategies for new teachers Click to indicate date of completion _____		
6. Attend Seminar Three - Family Communication for new teachers Click to indicate date of completion _____	(AP3) Alternative Professional Preparation Program Statement certifying completion of requirements	
7. Attend Seminar Four - Content Area for new teachers Click to indicate date of completion _____		
8. Attend Seminar Five - Assessment for new teachers Click to indicate date of completion _____		
9. Location in which you participated in the New Educator Support Team (NEST) Enter Location _____		
10. Participate in the evaluation of the MINT Program Click to indicate date of completion _____		
11. Check each month in which you have had a meeting with the principal <input type="checkbox"/> August <input type="checkbox"/> December <input type="checkbox"/> April <input type="checkbox"/> September <input type="checkbox"/> January <input type="checkbox"/> May <input type="checkbox"/> October <input type="checkbox"/> February <input type="checkbox"/> November <input type="checkbox"/> March		

APPENDIX D

MINT MENTOR E-LOG

<div style="display: flex; justify-content: space-between; align-items: center;"> Submit <div style="text-align: center;"> MIAMI-DADE COUNTY PUBLIC SCHOOLS MINT MENTOR E-LOG </div> </div>		
<p> MENTOR NAME: _____ EMPLOYEE #: _____ WORK LOCATION #: _____ Total Hours 704:29:000 </p>		
Date Time and Duration Click in any field to enter information		
New Teacher Information Name: _____ Employee #: _____ School: _____ Location #: _____ Phone #: _____	Date: _____ Start: _____ Duration Auto Calculated _____	Focus of Meeting (Check all that apply) <input type="checkbox"/> Assess Monitor Student Learning <input type="checkbox"/> Communication <input type="checkbox"/> Modeling/Co-teaching Lesson <input type="checkbox"/> Planning Lessons/Critical Thinking <input type="checkbox"/> Providing Resources <input type="checkbox"/> Reflecting <input type="checkbox"/> Creating/Maintaining an Effective Learning Environment <input type="checkbox"/> Developing/Reviewing Professional Goals <input type="checkbox"/> Classroom Observation <input type="checkbox"/> Connecting with Florida Educator Accomplished Practices <input type="checkbox"/> Observing Veteran Teacher <input type="checkbox"/> Pre/Post Observation Conference <input type="checkbox"/> Using Technology
Current Focus/Challenge/Concern _____	Mentor's Next Step _____	Teacher's Next Step _____

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



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



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.



Miami-Dade County Public Schools