

Rochester, NY

Career in Teaching Program

New Mentor Handbook

Summer Mentor Training 2014

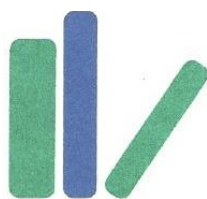
Presenters:

Kathryn Arzuaga

Kyle Crandall

Jeffrey Kime

Packeta Tadal



Career in Teaching
Stefan Cohen, Director

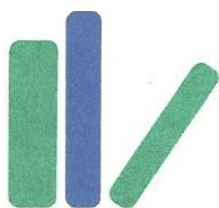
www.rcsdk12.org/CIT

585-262-8541



Table of Contents

Welcome	3
CIT Summer Training Agendas.....	4
Phases of First-Year Teaching	5-6
Roles of the Mentor	7
Getting Started.....	8-9
Building Trust & Preserving Confidentiality.....	10-12
Classroom Environment	13
Gordon’s Ladder	14-15
Teachscape Framework Quick-Glance	16
Using CIT Tools for Learning-Focused Conversations.....	18-27
CIT “Big Picture”	28
Mentor Timeline.....	29-30
Record-keeping Tips	31
Tips for Modeling and Co-Teaching with Interns	32
Tips for helping Interns with Co-teaching	33
Culturally Responsive Teaching.....	34
Intern in Trouble	35-36
Working with Administrators.....	37
CIT Sub Days	38-39
...and Remember... ..	40
APPENDIX: CIT Forms and Samples	41-64
Mentor Calendar: Dates and Deadlines	66



career in teaching

131 West Broad Street • Rochester, NY 14614 • (585) 262-8518

30 North Union Street • Rochester, NY 14607 • (585) 546-2681

www.rcsdk12.org/CIT

www.rochesterteachers.com

July 21, 2104

Congratulations! I am delighted to welcome you to the Career in Teaching Lead Teacher-Mentor Program. You have chosen to embark on a challenging and rewarding journey that will shape the next generation of Rochester's educators.

Twenty-eight years ago our RTA President, Adam Urbanski (inspired by the pioneering work of teacher union leaders in Toledo, Ohio) envisioned a Peer Assistance and Review (PAR) program as part of a "career ladder" that would place the professional growth of Rochester's teachers in the hands of experienced and qualified teacher leaders from our own classrooms. The Career in Teaching Plan became part of our landmark collective bargaining agreement in 1988 and has since become a respected national model of how a teacher union and school district can work together to improve teacher retention and strengthen classroom practice.

As I begin my new role as CIT Director, I will depend heavily on the remarkable work of my predecessors. Tom Gillette and Carl O'Connell, the program's first directors, coordinated CIT when I was an intern. They worked diligently to establish its high standards and solid footing. For the last twelve years, Marie Costanza has built on that foundation, working tirelessly to develop CIT into one of our greatest district success stories. Despite national trends in urban education that find only half of new urban district teachers still in the profession after five years, Rochester boasts a five-year retention rate of 83%! Marie's vision and energy have produced a corps of teacher leaders dedicated to reflective practice and continuous growth that will benefit our teachers and students for years to come.

In a true spirit of collaboration, I will also rely on you and our other CIT Lead Teacher-Mentors to maintain the high quality of our program as it continues to evolve. In the face of changing district, state, and national conditions that include many threats to our status as professionals, the work of Career in Teaching stands out more than ever as an essential model of teacher leadership, one that focuses on genuine issues of teaching and learning. With your help, CIT will remain a lifeline for our teachers, who, in turn, will be better able to nurture and support our students.

So I encourage you to contact me with questions, concerns, and suggestions as you begin your work as a CIT Lead Teacher-Mentor. As a six-year veteran of the CIT Governing Panel, I am proud of how we continuously evaluate every aspect of this program and respond to feedback with a sincere interest in improving our practices. Your commitment to this work will help guide our newest teachers, support our experienced teachers, and will surely inspire your own professional growth. What better way to serve our students?!

Enjoy the ride!

In solidarity,

Stefan Cohen
Director, Career in Teaching Program
Rochester, NY

CIT New Mentor Training

July 21st – 24th, 12:00~5:00 pm

Session Agendas and Readings

<p>Monday July 21st</p> <p>Welcome & Ground Rules</p> <p>Name that Team</p> <p>A Year in the Life of a First Year Teacher</p> <p>The Role of the Mentor</p> <p>Getting Started</p> <p>Trust and Confidentiality</p> <p>For Tuesday, please read and prepare to discuss:</p> <p>Article on Classroom Management TBD</p> <p>Barkley, Introduction and Chapter 1</p> <p>(Lipton, Wellmsn pages 1-18)</p>	<p>Tuesday July 22nd</p> <p>A Good Start for Your Intern: Classroom Environment</p> <p>Gordon's Ladder</p> <p>The Art of the Mentor-Intern Conversation</p> <p>Observing Your Intern: Taking Notes</p> <p>The Post-Observation Conference</p> <p>For Wednesday, please read and prepare to discuss:</p> <p>Barkley, pages 23-28, 39-54</p> <p>(Lipton, Wellmsn pages 19-34)</p>
<p>Wednesday July 23rd</p> <p>CIT – The Big Picture</p> <p>Open-Ended Questions</p> <p>Record Keeping 101</p> <p>Observing Your Intern: the Third Point</p> <p>Co-teaching</p> <p>For Thursday, please complete, read, and prepare to discuss:</p> <p>Article on Culturally Responsive Teaching TBD</p> <p>Teaching Tolerance “Common Beliefs Survey”</p> <p>Barkley, pp.55-76</p>	<p>Thursday July 24th</p> <p>Culturally Responsive Teaching</p> <p>Open-Ended Questions</p> <p>Observing Your Struggling Intern</p> <p>Working with Administrators</p> <p>Creating Reflective Practitioners</p> <p>Wrap-up and Evaluation</p> <p>For September, please read and apply to your work:</p> <p>The remainder of Barkley's <i>Quality Teaching in a Culture of Coaching</i></p> <p>You will use the <i>Mentoring Matters</i> in your Learning-Focused Conversation training.</p>

Phases of First-Year Teaching



ANTICIPATION PHASE

- Begins during student teaching
- Closer to completion of student teaching, more anxious student becomes about his/her first teaching assignment
- Romanticize role of teacher and the position
- Enter profession with extreme commitment to making a difference
- Feeling is maintained through the first few weeks of school



SURVIVAL PHASE

- First month of school is hard for new teachers
- They are bombarded with problems and situations they had not anticipated
- Despite preparation and positive field experiences, they are caught off guard by the realities of teaching
- They struggle to keep up
- Become focused and consumed with the day-to-day –routine of teaching
- Little time to reflect on experiences
- Spend countless hours on schoolwork weekly




DISILLUSIONMENT PHASE

- Occurs six to eight weeks after nonstop work
- Low morale contributes to this period
- Question commitment and competence
- Teachers become ill during this period
- Confronted with many new situations: back-to-school night, parent conferences, and formal evaluations
- Classroom management is a source of distress




REJUVENATION PHASE

- Slow rise in teacher's attitude toward teaching
- Generally begins in January, winter break makes a tremendous difference
- First opportunity for organizing material and planning curriculum
- Opportunity to sort through accumulated materials and prepare new ones
- Renewed hope
- Better understanding of the system, acceptance of the realities of teaching, and sense of accomplishment help to rejuvenate new teacher




REFLECTION PHASE

- Begins in May
- Highlight events that were successful and those that were not
- Think about changes in management, curriculum, and teaching strategies for the next year
- The end is near and it is visible
- Vision of year two begins and this brings on a new phase of anticipation



PHASES OF FIRST-YEAR TEACHING





WHAT SHOULD MENTORS DO?

- Help them understand that they are normal
- Share the phases and design appropriate support
- Use appropriate coaching skills:
 - Pause
 - Paraphrase
 - Probe
- Collaborate-Coach-Consult



WHAT SHOULD MENTORS DO?

- Increase frequency of contacts
- Check on balance in teachers' personal and professional lives
- Check to ensure basic human needs are met

1. Sense of belonging
2. Power
3. Freedom
4. Fun

The Roles of the Mentor



Getting Started

If you are activated...



- ☐ Call your intern(s) as soon as possible and arrange a meeting.
- ☐ Email and visit your intern(s)' administrators to introduce yourself.
- ☐ Start keeping a **Mentor Log**, (spiral notebook), to record meetings, phone conversations, and observations with your interns, as well as meetings with administrators and other relevant information.
- ☐ Create **folders in Microsoft Outlook** (or another email program) to save correspondence to and from your interns, administrators, and CIT.
- ☐ Start keeping a **Calendar** (separate from the Mentor Log) to record all contacts with your interns (visits, meetings, observations, conferences, CIT days, and any other CIT business). This may be a digital or hard copy, but this must be sent to the CIT office *every month*.
- ☐ Put together a **welcome package** with helpful materials and September ideas.
- ☐ Create a **binder or folder for each intern** to keep track of the following documentation (see Appendix):
 - “Intern’s Self-Assessment Summary,”
 - Copies of “Intern Data Sheet” (send original to CIT) and Intern’s Teaching Schedule,
 - Documentation from classroom observations (including Feedback Forms),
 - Copies of all Intern Status Reports and Intern Final Reports, and
 - Notes, memos, and other correspondence to or from interns and administrators.
- ☐ Create a **binder or folder for you** that includes
 - CIT correspondence and materials,
 - Documentation of professional development sessions and conferences you attend.
- ☐ Prepare for the **MOST REWARDING EXPERIENCE** of your career!!!

Getting Started

WELCOMING NEW INTERNS



You have just been assigned your new intern(s)! What do you do next?

- CALL YOUR INTERN AS SOON AS POSSIBLE! Chances are your intern is waiting to hear from you since most will already know about the mentor program.
- Think about setting up an informal get-together. If you have multiple interns, you may also want to arrange an opportunity for all of your interns to meet so they can start networking.
- **BE A LISTENER** at the first meeting. Find out what the intern's agenda, goals, etc. are as a new teacher. Use the "Intern Self-Assessment" as a guide to your discussion.
- **Complete the "Intern Data Sheet" and send to CIT** (make a copy for yourself).
- Use this opportunity to review the CIT program and the mentor/intern relationship.
- If any of your interns are from out-of-town, prepare a "Welcome Wagon" folder of local maps, shopping areas, places of interest, and any other bits of useful information. (Many of these brochures can be found on racks at Wegmans, Tops, or at restaurants, cafés). Consider taking your intern on a mini-tour of Rochester.
- Consider putting together a binder for your intern to keep him or her organized in terms of record keeping.
- Go over your intern's plan for the first day of school. Create a start-up packet of ideas, activities, and "getting to know you" exercises that your intern can use for the opening of the school year.
- Acclimate your intern to our school district. There will be a new teacher orientation, but you could lay some groundwork ahead of time.
- Meet your intern in his or her new classroom and spend some time helping him or her set up. Help locate equipment.
- Provide your new teacher with some supplies such as stickers, post-its, thank-you notes, etc.
- Help your intern set up a plan book, PowerTeacher grade book, email account, etc.
- Share curriculum guides/Common Core Standards.

Any steps you take in welcoming your intern(s) will build a positive collegial relationship as you move through the year.

Many of these early efforts on your part will leave a lasting impression!

Building Trust

Trust is the foundation of a successful mentor~intern relationship.

“Supporting someone willing to make changes, guiding them toward stretching and improving, giving them useful feedback, and otherwise jumping into their life requires a high level of trust from both parties.”
(Barkley, 2010, p.40)



“Trust means saying what you’re going to do and then doing it.” (Barkley, 2010, p.47)

TIPS for building a TRUSTING RELATIONSHIP with your interns

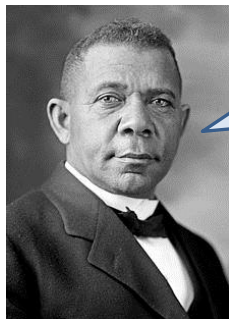
- ☐ Communication
- ☐ Say what you are going to do and then do it. Reliability
- ☐ Listening; Attending fully
- ☐ Support; provide what an intern needs (provide the “Lifelines!”)
- ☐ Be clear about your role
- ☐ Provide Emotional Safety
- ☐ Preserve confidentiality

He who does not trust enough,
will not be trusted. --Lao Tzu

OBSTACLES TO A TRUSTING MENTOR-INTERN RELATIONSHIP	POSSIBLE WAYS TO ADDRESS
Intern feels there is no time to meet with mentor.	
Philosophical differences between mentor and intern	
Intern is intimidated and cautious; perceives mentor as an evaluator.	
Intern does not believe he or she needs a mentor.	
Intern perceives the mentor as another “obligation” or demand.	

Confidentiality

- ☐ Trust is predicated on your intern's confidence in your ability to maintain confidentiality.
- ☐ It is your obligation as a CIT mentor to maintain confidentiality.
- ☐ Trust may take a while to develop. Be patient. Trust is difficult to force. Restrain from “prying” before the foundations of trust are established.
- ☐ You must keep personal information confidential (even when someone wants to be helpful).
- ☐ Exceptions: danger of harm to others or themselves.
- ☐ If information should be shared...
 - have intern accompany you to share the information, or
 - get intern's permission to share, or
 - inform the intern that the information is being shared.
- ☐ **If you are uncertain, consult with the CIT Director.**



Few things can help an individual more than to place responsibility on him, and to let him know that you trust him.
~~Booker T. Washington

Intern Praise

(Examples from "Intern Report on Mentor" and annual surveys)

- My mentor visited me every week.
- My mentor always considered my point of view.
- My mentor asked me questions that really got me to think.
- My mentor gave me many suggestions, yet didn't "demand" that I do them. She gave me room to figure out what would work for me.
- My mentor gave me a great deal of written feedback. It was helpful to be able to review her suggestions later.
- My mentor collaborated with me and brainstormed with me.
- My mentor helped me to problem solve when necessary.
- My mentor shared many materials and resources with me.
- My mentor helped me to plan lessons.
- My mentor helped me to figure out how to create a positive learning environment.
- My mentor helped me to understand how to implement the lessons we had planned.
- My mentor helped me to understand the responsibilities I have as a teacher.
- My mentor thoroughly went over the evaluation rubric and I really felt as if I understood how she and also how my administrator were assessing me all year.

Intern Complaints

(We seldom receive complaints about Mentors from Interns, but the statements/questions below have come from some Interns about their Mentors. Please don't exhibit the behaviors listed below!)

- My Mentor gives no written feedback after an observation.
- My Mentor does nothing for me: no materials, lessons, and units.
- My Mentor doesn't model lessons.
- My Mentor just "tells me what to do" rather than collaborates with me to help me figure out how to solve my problems.
- I haven't seen my mentor in a long time.
- My Mentor cancels visits frequently.
- A classroom visitation was never arranged.
- My mentor does not help with all the professional expectations.
- I don't feel my mentor is keeping my confidences.
- My mentor seldom shares with me how I am doing. I was shocked when my mentor assessed me as ineffective in some of the categories.
- Why does my friend's mentor visit her every week and I have only seen my mentor once in a while?

REMEMBER: Interns compare notes and will complain; they also evaluate you.

Tips for Helping an Intern with Classroom Environment

Refer together to the advice in **Harry and Rosemary Wong, *The First Days of School*** as a Third Point. Instead of “telling” the intern what to do, use that resource and/or cite research to facilitate discussion, generate open-ended questions, and help interns establish rituals and routines that work for them.

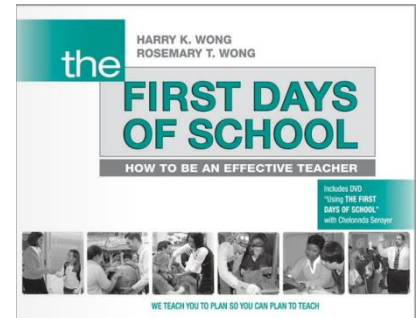
The Wongs emphasize:

PREPARATION

POSITIVE EXPECTATIONS

CLASSROOM MANAGEMENT—PROCEDURES

(Rituals and Routines that are conveyed clearly, taught to students, and consistently enforced).



Emphasize to interns that with procedures in place, you’ll be better able to devote energy to instruction and building strong relationships with your students.

You should also use the Teachscape rubric language in **Domain 2** as another Third Point:

Domain 2: Classroom Environment

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

Along with the Wongs’ book, you may want to use this helpful set of questions with your intern:
Conscious Classroom Management: Unlocking the Secrets of Great Teaching
by Rick Smith

Which consequences to choose?

1. Be natural and/or logical
2. Provide some wiggle room for the teacher
3. Be specific and concrete

Examples of consequences:

1. Reminders and warnings
 - Nonverbal reminders
 - Verbal reminders
 - Nonverbal warnings
 - Verbal warnings
2. Actual consequences inside the classroom
3. When a student needs to be removed from the classroom
4. Behind-the-scenes efforts

Other tips and reminders:

- Have 5 or fewer classroom rules
- Work in small rewards for positive behavior
- Keep rules positive in nature
- Discuss multiple scenarios with your intern so they are not caught off guard



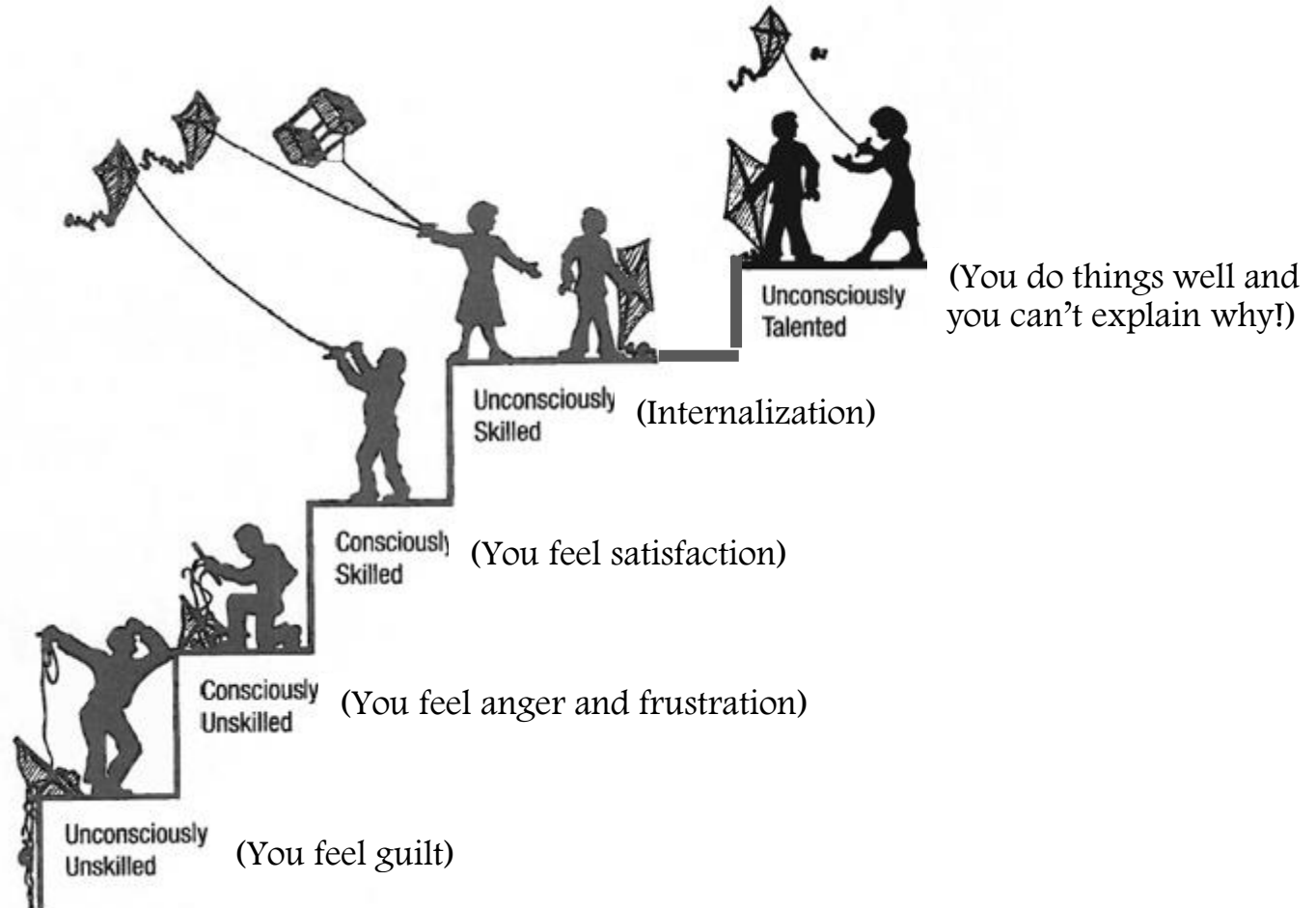
“It’s not fun, but it’s surprisingly effective.”

WHAT IS GORDON'S LADDER?

Thomas Gordon, a researcher at UCLA, has suggested five steps to illustrate what is happening to adults internally when they are confronting unfamiliar territory! It has been affectionately referred to as Gordon's Ladder.

WHY IS IT IMPORTANT FOR MENTORS TO BE AWARE OF GORDON'S LADDER?

As a mentor, it is important to recognize that the first three steps are part of the learning process. If an intern expresses guilt, anger, or frustration, help them to understand it; support them but don't take it personal. Be patient with this process. The top of the ladder is worth it!



GORDON'S LADDER

GUILT

At the first step in our learning curve, we usually experience a sense of guilt. Why am I not doing this? How come everybody else seems to know this stuff? We are caught a little off guard and feel dutily called to be prepared. (INTERNS OFTEN EXPERIENCE THIS STAGE AFTER THE FIRST FEW WEEKS OF SCHOOL.)

ANGER

The natural transition is to turn the guilt outward. We tend to react unreceptively to a new idea or way of doing things. "My system has been working for 15 years; there is no reason to do it differently." Body language is often used to communicate this anger. (INTERNS OFTEN RESPOND THIS WAY IF MENTORS DON'T USE PEER COACHING SKILLS.)

FRUSTRATION

When we come to accept this new method or tool, we then feel frustration. "The instructor made it look easy, but I can't get it to work." (MENTORS NEED TO BE AWARE OF THE FRUSTRATION THAT THEIR INTERNS ARE FEELING WHEN A LESSON DOES NOT WORK WELL.)

SATISFACTION

Once the learning curve has been climbed, we then feel a sense of satisfaction that we can perform certain tasks on our own. (BY USING PEER COACHING SKILLS, A MENTOR'S GOAL IS TO BRING HIS OR HER INTERN TO THIS POINT.)

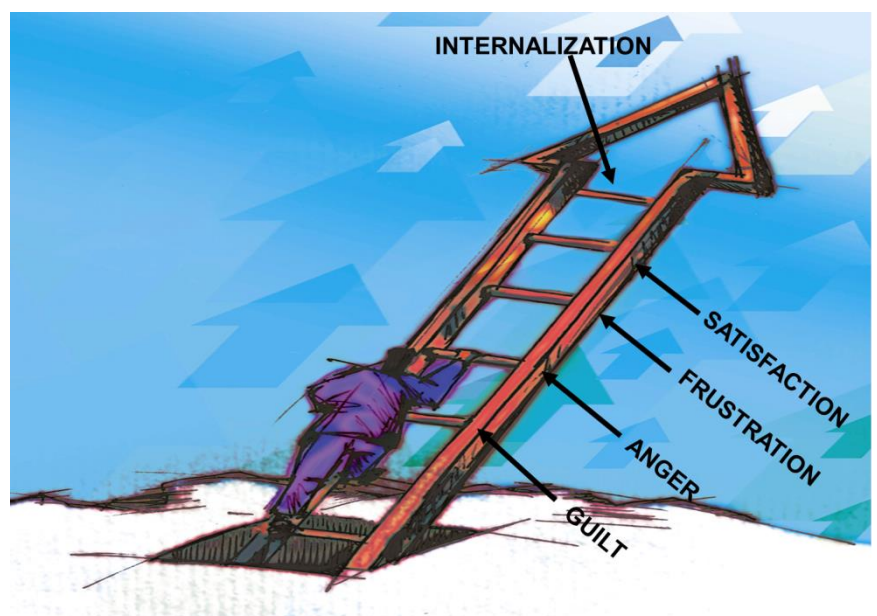
INTERNALIZATION

Gordon suggests that for this skill to become a natural way of doing business takes three to five years. Don't expect change overnight. (MENTORS NEED TO KEEP THIS IN MIND WHEN WORKING WITH NEW TEACHERS!)

As a mentor, it is important to recognize that the first three steps are a part of the learning process.

When interns express guilt, anger, or frustration, help them to understand it; support them but don't take it personally.

As an instructor, be patient with this process. The top of the ladder is worth it.



QUICK GLANCE: A FRAMEWORK FOR TEACHING

Domain 1: Planning and Preparation

- 1a. Demonstrating knowledge of content and pedagogy
 - *knowledge of content and the structure of the discipline*
 - *knowledge of prerequisite relationships*
 - *knowledge of content-related pedagogy*
- 1b. Demonstrating knowledge of students
 - *knowledge of child and adolescent development*
 - *knowledge of the learning process*
 - *knowledge of students' skills, knowledge and language proficiency*
 - *knowledge of students' interests and cultural heritage*
 - *knowledge of students' special needs*
- 1c. Setting instructional outcomes
 - *value, sequence and alignment*
 - *clarity*
 - *balance*
 - *suitability for diverse learners*
- 1d. Demonstrating knowledge of resources
 - *resources for classroom use*
 - *resources to extend content knowledge and pedagogy*
 - *resources for students*
- 1e. Designing coherent instruction
 - *learning activities*
 - *instructional materials and resources*
 - *instructional groups*
 - *lesson and unit structure*
- 1f. Designing student assessments
 - *congruence with instructional outcomes*
 - *criteria and standards*
 - *design of formative assessments*
 - *use for planning*

Domain 2: Classroom Environment

- 2a. Creating an environment of respect and rapport
 - *teacher interaction with students*
 - *student interactions with one another*
- 2b. Establishing a culture for learning
 - *importance of the content*
 - *expectations for learning and achievement*
 - *student pride in work*
- 2c. Managing classroom procedures
 - *management of instructional groups*
 - *management of transitions*
 - *management of materials and supplies*
 - *performance of non-instructional duties*
 - *supervision of volunteers and paraprofessionals*
- 2d. Managing student behavior
 - *expectations*
 - *monitoring of student behavior*
 - *responses to student misbehavior*
- 2e. Organizing physical space
 - *safety and accessibility*
 - *arrangement of furniture and use of physical resources*

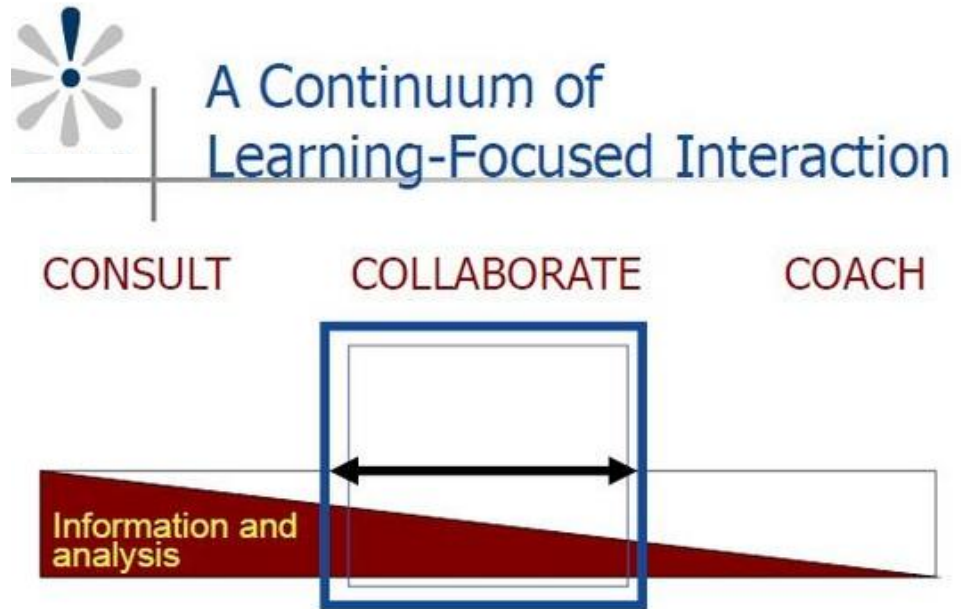
Domain 4: Professional Responsibilities

- 4a. Reflection on Teaching
 - *accuracy*
 - *use in future teaching*
- 4b. Maintaining accurate records
 - *student completion of assignments*
 - *student progress in learning*
 - *non-instructional records*
- 4c. Communicating with families
 - *information about the instructional program*
 - *information about individual students*
 - *engagement of families in the instructional program*
- 4d. Participating in a professional community
 - *relationships with colleagues*
 - *involvement in a culture of professional inquiry*
 - *service to school*
 - *participation in school and district projects*
- 4e. Growing and developing professionally
 - *enhancement of content knowledge and pedagogical skill*
 - *receptivity to feedback from colleagues*
 - *service to profession*
- 4f. Showing professionalism
 - *integrity and ethical conduct*
 - *service to students*
 - *advocacy*
 - *decision-making*
 - *compliance with school and district regulations*

Domain 3: Instruction

- 3a. Communicating with students
 - *expectations for learning*
 - *directions and procedures*
 - *explanations of content*
 - *use of oral and written language*
- 3b. Using questioning and discussion techniques
 - *quality of questions*
 - *discussion techniques*
 - *student participation*
- 3c. Engaging students in learning
 - *activities and assignments*
 - *grouping of students*
 - *instructional materials and resources*
 - *structure and pacing*
- 3d. Using assessment in instruction
 - *assessment criteria*
 - *monitoring of student learning*
 - *feedback to students*
 - *student self-assessment and monitoring of progress*
- 3e. Demonstrating flexibility and responsiveness
 - *lesson adjustment*
 - *response to students*
 - *persistence*

The Art of the Mentor~Intern Conversation



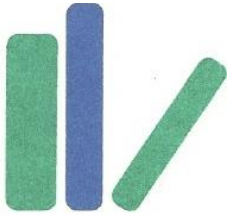
LEARNING-FOCUSED CONVERSATIONS TRAINING DATES

October 20, 2014

December 1, 2014

February 9, 2015

March 9, 2015



CIT Mentor Manual:

Formative Assessment of Interns

USING CIT TOOLS TO ENGAGE INTERNS IN LEARNING-FOCUSED CONVERSATIONS



Ayanna Abdul-Mateen and Paketa Tadal



Using CIT Tools to Engage Interns in Learning Focused Conversations

By conducting regular classroom visits, CIT mentors build a common understanding of their interns' development. Every time a mentor visits an intern's classroom, the mentor is observing an aspect of instruction. Before a visit, the intern and mentor explore the lesson design and select an area of focus. Mentors and interns have a learning-focused conversation based on the area of focus. After the mentor and intern discuss the mentor's observations, the intern is able to reflect upon possible instructional implications. Oftentimes the reflecting conference moves back into planning a follow-up lesson or series of lessons. During a conversation with an Intern, Mentors continuously move back and forth on a continuum that slides from Consulting to Collaborating to Coaching. The most important part of the process is the rich discussion that takes place. This helps the Intern to become a reflective practitioner.

Learning-Focused Planning Conversation

(A mentor typically has this type of conversation with an intern before the lesson is presented.)

This is an interactive process and typically results in collaborative planning. It might include any of the following:

- ✚ An opportunity to clarify goals for student learning
- ✚ An opportunity to invite the teacher to talk about the lesson and how it fits in the curriculum
- ✚ An opportunity to explore the context of the lesson and what has led up to it

Sample Questions that a Mentor might ask during a Learning-Focused Planning Conversation:

CLARIFY GOALS FOR STUDENT LEARNING

- ✚ What are some of your goals/objectives/outcomes for student learning?
- ✚ What are some ways this lesson is building on your students' interests, developmental level or backgrounds?
- ✚ What are some ways assessment has guided the design of this lesson?
- ✚ How might the learning goals be connected to the Common Core standards or curriculum?

DETERMINE EVIDENCE OF SUCCESS AND STUDENT ACHIEVEMENT

- ✚ How might you assess what students know and are able to do?
- ✚ What are some ways your students might assess their own learning?
- ✚ What are some informal assessments of student learning that you might use to check for understanding and help you adjust instruction while teaching?
- ✚ What are some assessment tools that might give you the data you need to see whether or not learning has taken place?

EXPLORE TEACHING STRATEGIES

- ✚ What are some ways you might differentiate instruction to address the diverse needs of the students?
- ✚ What are some questions you might ask the students to engage them in critical thinking?
- ✚ What are some ways you might use technology or other resources to engage the students in learning?
- ✚ What are some ways you might facilitate learning experiences that promote interaction and choice?

IDENTIFY FOCUS FOR MENTOR'S DATA COLLECTION

- ✚ What are some areas of instruction that you want me to pay attention to during this lesson?
- ✚ What are some student behaviors that you want me to track during your lesson?

ADDITIONAL QUESTIONS TO CONSIDER USING IN A LEARNING-FOCUSED PLANNING CONFERENCE

- + With which of the NYS/Common Core Standards is your lesson aligned?
- + What are some of the objectives of your lesson?
- + What are some student-centered strategies you have planned to include in your lesson?
- + What are some ways you have incorporated the interests of your students into your plan?
- + What are some accommodations you have made to address the different needs of your students?
- + How might you relate the concepts in today's lesson to other topics the students have learned?
- + What are some assessments you will use to determine whether or not the students understand the lesson?
- + What might be a challenging aspect of this lesson for your students?
- + Let's compare my observation to a camera. Would you like me to use a wide-angle or zoom lens?
- + What are some routines or procedures on which you would like me to "zoom in" or focus?
- + What are some student behaviors on which you might like me to focus?
- + What are some other elements of the Learning Environment on which you might like me to focus?
- + What are some elements of Instruction on which you might like me to focus?



Learning-Focused Reflective Conversation

(A mentor typically has this type of conversation with an Intern after the lesson.)

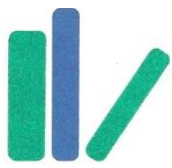
When a mentor visits an Intern's classroom, the mentor is continuously collecting data re: the intern's development. The conversation after a visit is an interactive process that will likely result in collaborative planning. It might include any of the following:

- ✚ An opportunity to summarize impressions of the lesson
- ✚ An opportunity to recall data to support those impressions and assessments (eg. the mentor might keep track of how many students were engaged at different points in the lesson, etc.)
- ✚ An opportunity to analyze the observation data
- ✚ An opportunity to synthesize learnings, draw conclusions, set next steps
- ✚ An opportunity to reflect on the coaching process, propose refinements

Sample Questions that a Mentor might ask during a Learning-Focused Reflective Conversation:

- ✚ What are some things you noticed in today's mini lesson that worked well?
- ✚ If you were to rewind today's lesson, what might you keep and what might you delete?
- ✚ What are some things you saw or heard that indicate learning was taking place?
- ✚ What are some ways you might ensure participation by more students in the discussion?
- ✚ What are some instructional strategies you might use to engage more students?
- ✚ How might you group students to maximize engagement?
- ✚ How might you assess student learning?
- ✚ How might you provide feedback during the lesson?
- ✚ What are some possible follow-up assignments/projects?
- ✚ What are some criteria that might be included in your assessment?
- ✚ How might you respond to your students' interests or experiences in your follow-up lesson?
- ✚ How might you differentiate instruction to meet the needs of all the students?
- ✚ What are some consequences you might consider giving the students who were walking around during the lesson?
- ✚ How might you utilize the assistance of your para/co-teacher?
- ✚ How might you follow-up this lesson?





Mentor Log

This is where a mentor takes notes when he/she visits an intern's classroom. Mentors use the green spiral notebook to record notes (data) about what he/she observes in the classroom. (This notebook is given to all mentors at the September Mentor Forum.) Each entry includes the date of the visit. Some visits are a few minutes; other visits are for an extended period of time. The following aspects of the visit are recorded: What's working? and What are the Intern's challenges? The mentor records questions that he/she will discuss later with the intern.

*Collaborative Mentor-Intern Feedback Form (See page ____)

This is a tool that is used to guide a mentor's conversation. Beginning teachers typically dwell on what's not going well in their classrooms, rarely acknowledging their successes. They can easily become discouraged and overwhelmed. A mentoring conversation is an important opportunity for them to talk through their successes and frustrations with an experienced colleague, and then prioritize and address the challenges in a constructive, collaborative manner. The Collaborative Mentor-Intern Feedback Form encourages a mentor and his/her intern to begin by recognizing **What's Working?** By identifying specific successes and challenges, a mentor can assess the beginning teacher's practice more easily so that he/she can focus his/her support and expertise in response to the intern's specific needs. By using this tool regularly, a mentor helps new teachers establish the productive professional habits of reflection and self-assessment. Collected throughout the year, the Collaborative Mentor-intern Feedback Form serves as valuable documentation of a mentor and intern's work together, as well as the new teacher's professional growth.

*Analysis of Student Work Protocol (See page ____)

This is a tool that can be used when a mentor and intern are reviewing student work together. Understanding what students know and still need to learn is a pre-requisite for knowing where to go next instructionally with students to take them to proficiency. This tool was developed to help teachers understand what students know and still need to learn. The examination focuses teachers on 3 critical areas: Identification of characteristics of proficiency on an objective using a specific assignment or assessment; Diagnosis of student strengths and needs on the performance; Identification of next instructional steps based on the diagnosis. The Mentor and Intern examine 3 student papers to determine what the student knows and still needs to learn. The Mentor and Intern identify next instructional steps, including what feedback the teacher might give and what re-teaching might need to take place for the whole or part of the class.

A MENTOR-INTERN CONVERSATION

Using the Collaborative Feedback form (p.20) to Guide the Conversation

STEP 1

Acknowledge What's Working

Mentors begin by encouraging their interns to share recent examples of successful practices. This reminds the interns of the importance of acknowledging their successes and offers the opportunity to highlight their progress since the last meeting. Sometimes interns find it hard to identify their accomplishments and the mentor might need to prompt their thinking by noting something he/she observed. When using the Collaborative Mentor–Intern Feedback Form, mentors are encouraged to use the language at the bottom of the form. This helps to become more explicit about what the intern is doing successfully and why it is working. As the mentor and intern engage in a conversation, the mentor records the intern's successes in the *What's Working* section.

STEP 2

Identify, Prioritize and Discuss Current Focus, Challenges and Concerns.

Mentors use the strategies learned from the Lipton Learning-Focused series of workshops to craft questions that open their interns' thinking. Interns generally set high expectations for their work and are likely to have many concerns as they begin their professional practice. Some of the most pressing challenges include classroom management, addressing the individual needs of particular students, curriculum development, instructional planning and lesson implementation (instructional pedagogy). Mentors need to take the time to paraphrase and use clarifying questions to make sure they understand the intern's concerns and establish a focus for the conversation. As the mentor and intern engage in a conversation, the mentor records any issues discussed in the "Current Focus---Challenges---Concerns" section of the Collaborative Mentor-Intern Feedback Form. When a mentor moves to the Consulting Mode, he or she will suggest a focus. When in the Collaborative Mode, the Intern or Mentor will suggest a focus. Regardless of how issues, challenges, and concerns are elicited, the mentor's task is to guide the intern in identifying a focus that is meaningful and important. If the intern has identified many challenges and concerns, the mentor should assist the intern in prioritizing or clustering some of the issues before moving into discussion or problem solving. Often, in this process, the mentor may find an opportunity to bring up and address a neglected, yet critical issue.

STEP 3

Identify Next Steps

The Collaborative Mentor-Intern Feedback Form helps guide the Mentor-Intern conversation towards positive action by asking both the mentor and intern to identify next steps. This helps encourage the intern to focus on what is doable. Developing a few achievable, short-term objectives helps create a feeling of control and increases the likelihood of success. Sometimes the intern will commit to experiment with a new instructional practice, and the mentor might agree to gather particular resources or information to support the intern. The mentor uses his/her professional judgment to gauge both the quality and quantity of next steps. The mentor also might pose a question for the intern to ponder before their next meeting.

STEP 4


Bring Closure

The last few minutes of a mentor's meeting with an intern are very important. They can help provide closure and build a sense of accomplishment. Ensuring interns have a specific focus for their development, a set of clearly articulated and manageable next steps, and a mentor's support in accomplishing them helps build trust, mutual accountability and increase the likelihood of implementation. At the end of the meeting a mentor checks off any of the activities that occurred during the mentor-intern session. They should set their next meeting date and a desired focus for that meeting. **Most important of all, is for a mentor to leave an intern feeling that the time engaged in a mentor conversation was time well spent.** Mentors need to make sure their interns see their growth by identifying and building upon the successful experiences they are having in the classroom and feel capable of taking the next steps needed to address issues and challenges they are facing. The *Collaborative Mentor-Intern Feedback Form* helps to clarify and document these important aspects of a mentor and intern's work together.

CONTINUOUSLY SETTING PROFESSIONAL GOALS

One of the most significant ways a mentor supports an intern is through the continuous establishment of professional goals. In the beginning of the year, a mentor uses this form to assess the areas of strength and in need of development as perceived by the Intern. At the end of each learning-focused conversation, the mentor guides the intern by helping to focus the intern and by asking a question that invites thinking. Additionally, after each status report is discussed with an intern, the mentor guides the intern through a process of setting professional goals. This process helps the interns to reflect on their practice, determine an area of focus and develop a collaborative plan to reach their desired goals. Defining and attaining professional goals can bring a personal satisfaction and increase student achievement. When teachers take ownership for goals, their motivation to accomplish them and their ability to self evaluate increase.

The following is the CIT **Intern Self Assessment** Tool. (Please note that this form was revised in July, 2012. The revised form is on page 45 of this handbook.)



INTERN SELF ASSESSMENT SUMMARY

Name:		Mentor:
Grade Level:	School:	Date:

Strength	Standard (Domain)	Areas for Growth
	Planning and Preparation <i>Demonstrating Knowledge of Content and Pedagogy</i> <i>Demonstrating Knowledge of Student Development</i> <i>Demonstrating Knowledge of Students' Interests and Cultural Heritage</i> <i>Designing Coherent Instruction and Assessment aligned with goals and NYS Standards</i> <i>Designing Instruction suitable for Diverse Learners</i> <i>Designing Instruction based on Student Growth and Assessment Data</i>	
	The Classroom Environment <i>Creating an environment of respect and rapport</i> <i>Planning and implementing classroom procedures and routines that support student learning</i> <i>Orchestrating responsible and responsive student behaviors</i>	
	Instruction <i>Communicating goals clearly and accurately</i> <i>Engaging students in Critical Thinking through effective questioning and discussion strategies</i> <i>Engaging Students in learning by connecting instruction to students' life experiences and interests</i> <i>Using a variety of instructional strategies to respond to students' diverse needs</i> <i>Facilitating learning experiences that promote autonomy, interaction and choice</i> <i>Providing Quality and Timely Feedback</i> <i>Demonstrating Flexibility and Responsiveness</i>	
	Professional Responsibilities <i>Maintaining Accurate Records about student progress</i> <i>Reflecting on teaching practices and planning professional development goals</i> <i>Communicating/Engaging with families about the instructional program and about student progress</i> <i>Contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects</i> <i>Working with Communities to improve professional practice</i>	

PROFESSIONAL GOAL(S):

OTHER CIT MENTOR TOOLS

Career in Teaching Tool



Collaborative Mentor-Intern Feedback Form

Name: _____ Mentor: _____

Grade Level/Subject Area: _____ Date: _____

Check all that apply:

<input type="checkbox"/> Analyzing Student Work	<input type="checkbox"/> Developing/Reviewing Professional Goals	<input type="checkbox"/> Modeling Lesson	<input type="checkbox"/> Planning Lesson	<input type="checkbox"/> Pre-Observation Conference	<input type="checkbox"/> Using Technology
<input type="checkbox"/> Communicating with Parents	<input type="checkbox"/> Discussing Case Study Student	<input type="checkbox"/> Observing Instruction	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Post-Observation Conference	<input type="checkbox"/> Other
<input type="checkbox"/> Discussing Content Standards	<input type="checkbox"/> IEP Development/meeting	<input type="checkbox"/> Observing Mentor or other Veteran Teacher	<input type="checkbox"/> Providing Resources	<input type="checkbox"/> Reflecting	

What's Working:

Current Focus----Challenges---Concerns:

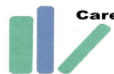
Teacher's Next Steps:

Mentor's Next Steps:

Next Meeting Date:	Focus:
Questions:	

Planning & Preparation <ul style="list-style-type: none"> Demonstrating Knowledge of Content and Pedagogy Demonstrating Knowledge of Student Development Demonstrating Knowledge of Students' Interests and Cultural Heritage Designing Coherent Instruction and Assessment aligned with goals and NYS Standards Designing Instruction suitable for Diverse Learners Designing Instruction based on Student Growth and Assessment Data 	The Classroom Environment <ul style="list-style-type: none"> Creating an environment of respect and rapport Planning and implementing classroom procedures and routines that support student learning Orchestrating responsible and responsive student behaviors 	Instruction <ul style="list-style-type: none"> Communicating goals clearly and accurately Engaging students in Critical Thinking through effective questioning and discussion strategies Engaging Students in learning by connecting instruction to students' life experiences and interests Using a variety of instructional strategies to respond to students' diverse needs Facilitating learning experiences that promote autonomy, interaction and choice Providing Quality and Timely Feedback Demonstrating Flexibility and Responsiveness 	Professional Responsibilities <ul style="list-style-type: none"> Maintaining Accurate Records about student progress Reflecting on teaching practices and planning professional development goals Communicating/Engaging with families about the instructional program and about student progress Contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects Working with Communities to improve professional practice
---	--	---	---

Career in Teaching Tool



Analysis of Student Work Protocol

Name: _____ Mentor: _____ Grade Level/Subject Area: _____

Content Standard/Objective: _____

What did you ask the students to do for this assignment? _____

What was the criteria or rubric you used when assessing this assignment? _____

	Student Name	What did the student demonstrate that he/she knew or could do?	What did the student demonstrate he/she couldn't do; what misconceptions or wrong info did the student have?	What might be the next steps for this student?
HIGH				
MIDDLE				
LOW				

Based on our discussion of student responses at the top, middle and bottom of the class, what needs to be re-taught?

[page omitted]

SAMPLE

Collaborative Mentor-Intern Feedback Form

Name: _____ Mentor: Maria Costanza

Grade Level/Subject Area: ELA 7 Date: 1/18/11

Check all that apply:

<input type="checkbox"/> Analyzing Student Work	<input type="checkbox"/> Developing/Reviewing Professional Goals	<input type="checkbox"/> Modeling Lesson	<input type="checkbox"/> Planning Lesson	<input type="checkbox"/> Pre-Observation Conference	<input type="checkbox"/> Using Technology
<input type="checkbox"/> Communicating with Parents	<input type="checkbox"/> Discussing Case Study	<input checked="" type="checkbox"/> Observing Instruction	<input type="checkbox"/> Problem Solving	<input checked="" type="checkbox"/> Post-Observation Conference	<input type="checkbox"/> Other
<input type="checkbox"/> Discussing Content Standards	<input type="checkbox"/> IEP Development/meeting	<input type="checkbox"/> Observing Mentor or other Veteran Teacher	<input type="checkbox"/> Providing Resources	<input checked="" type="checkbox"/> Reflecting	

What's Working:

-you have created an environment of respect/happout
-you engaged students by connecting instruction to student interest
-you facilitated learning that promotes autonomy, interaction and choice

Current Focus-----Challenges-----Concerns:

- creating rubrics that have specific criteria/explain to students
- providing models to clarify expectations
- create follow-up writing assignment

Teacher's Next Steps:

- Review sample rubrics for future assignments
- develop follow-up writing assignment regarding "Is Seeing Believing?" (persuasive writing)

Mentor's Next Steps:

- Review follow-up writing assignment
- Email sample rubrics for persuasive writing lesson
- observe writing lesson

Next Meeting Date: <u>Thurs, January 20</u>	Focus: <u>Persuasive Writing</u>
Questions: <u>What are some criteria that might be included in a Persuasive Writing Rubric?</u>	

<p>Planning & Preparation</p> <ul style="list-style-type: none"> Demonstrating Knowledge of Content and Pedagogy Demonstrating Knowledge of Student Development Demonstrating Knowledge of Students' Interests and Cultural Heritage Designing Coherent Instruction and Assessment aligned with goals and NYS Standards Designing Instruction suitable for Diverse Learners Designing Instruction based on Student Growth and Assessment Data 	<p>The Classroom Environment</p> <ul style="list-style-type: none"> Creating an environment of respect and rapport Planning and implementing classroom procedures and routines that support student learning Orchestrating responsible and responsive student behaviors 	<p>Instruction</p> <ul style="list-style-type: none"> Communicating goals clearly and accurately Engaging students in Critical Thinking through effective questioning and discussion strategies Engaging Students in learning by connecting instruction to students' life experiences and interests Using a variety of instructional strategies to respond to students' diverse needs Facilitating learning experiences that promote autonomy, interaction and choice Providing Quality and Timely Feedback Demonstrating Flexibility and Responsiveness 	<p>Professional Responsibilities</p> <ul style="list-style-type: none"> Maintaining Accurate Records about student progress Reflecting on teaching practices and planning professional development goals Communicating/Engaging with families about the instructional program and about student progress Contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects Working with Communities to improve professional practice
--	---	--	--

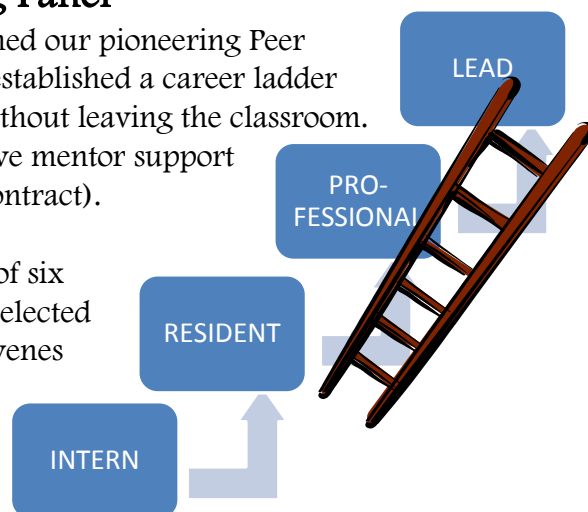
Career in Teaching: “the Big Picture”

RTA-RCSD Contract and the CIT Joint Governing Panel

Our landmark collective bargaining agreement of 1988 established our pioneering Peer Assistance and Review (PAR) program, Career in Teaching. CIT established a career ladder that offers teachers leadership opportunities as Lead Teachers without leaving the classroom. First year teachers enter the district as Intern Teachers and receive mentor support from Lead Teachers in their tenure area (see Section 52 of the Contract).

Rochester’s CIT program is overseen by a Joint Governing Panel of six teachers selected by the Union President and six administrators selected by the Superintendent of Schools. The CIT Governing Panel convenes about every three weeks.

The Panel is charged with developing, implementing, and evaluating the policies of the CIT program. These responsibilities include selecting lead teachers, overseeing their work, and making recommendations (based on mentor and administrator input) about the continued employment of interns.



*While your work will be primarily with first-year **Intern Teachers**, CIT provides several other types of support:*

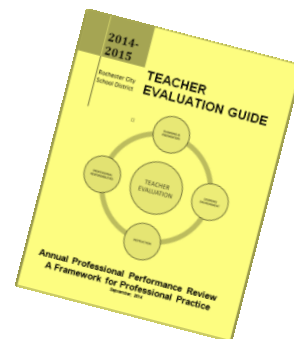
Peer Review is provided by mentors who are Teachscape certified to evaluate colleagues using the Framework for Teaching (Danielson) rubric as part of APPR.

Professional Support is voluntary peer coaching provided to “Resident” or “Professional” teachers with the goal of improving practice.

Intervention Support is voluntary peer coaching designed to “offer all available resources to help improve the performance of experienced teachers who are having serious difficulties in the performance of their professional duties.”

You will be assigned one member of the CIT Governing Panel as your Panel Contact. Most new mentors will be assigned to the CIT Program Director. Your Panel Contact will review your Intern Status Reports and provide written feedback. Your Panel Contact will also conduct at least one Panel Observation of your work with an intern. At the end of the school year, you will meet with your Panel Contact to review your Intern Final Reports and your CIT Records. Your Panel Contact is also how you can provide input and suggestions related to CIT policies and procedures.

The CIT Program supports many other important functions in the district, including teacher evaluation, New York State Professional Certification, and professional development.



Questions? Contact [Stefan](#) at the CIT Office.

Mentor Timeline for Paperwork/Contacts

August

- _____ On the day that you are activated, contact your intern to introduce yourself and set up a meeting.
- _____ As soon as you are activated, stop by the CIT Office to pick up an Intern Handbook for you and for each of your interns.
- _____ Email the principal to introduce yourself and to find out who evaluates your intern. If it is not the principal, email the administrator to introduce yourself and provide contact information to him/her. Plan to email the administrator monthly to share positive aspects about your intern and to inquire about areas on which to help your intern.
- _____ If you do not have the teacher evaluation rubric, email Stefan for an electronic copy and print it. Make sure your intern has one and discuss it thoroughly with him/her.
- _____ Begin to record CIT related business on a **calendar**; send monthly copies of calendar to CIT Office.
- _____ Start using your spiral notebook **Mentor Log** to record notes about contacts, meetings, conferences, observations, etc.
- _____ Have informal meetings with intern(s). Use peer coaching skills such as pausing, paraphrasing, inquiring: open-ended questions; **listen more than tell. THIS IS ONGOING.**

Late August/early September

- _____ Complete Intern Data Sheet with intern; email or send this to CIT Office. (Keep a copy for yourself.)
- _____ Meet with Intern to discuss the Intern Self-Assessment Summary. (**Discuss this with intern; don't just give it to him/her.**) After your discussion, keep a copy for yourself. Continue to use this form periodically throughout the year to assess areas of strength and areas in need of development.)
- _____ Help intern set up room, obtain intern's schedule.
- _____ Begin to use the **Collaborative Mentor-Intern Feedback Form** to have collaborative conversations to assist your intern with lesson planning, unit planning, long-range planning/pacing charts, student assessment data, grade book, and all other areas on the Teacher Evaluation Rubric.
- _____ Talk about the first day with intern: (Establishing an Environment of Respect and Rapport: routines, classroom procedures, getting to know students, etc.)
- _____ Make sure intern is ready with effective lessons for at least the first full week of school.
- _____ Continue to use peer coaching skills such as pausing, paraphrasing, inquiring: open-ended questions; **listen more than tell.**

September

- _____ Visit intern and assist in classroom (This is how you can see how s/he is doing and so you can get to know his/her students on an informal basis.) **Mentors should visit new interns weekly.**
- _____ Continue to use peer coaching skills to discover your intern's cognitive level of teaching. If the intern is consciously skilled, consciously unskilled, unconsciously skilled, or unconsciously talented, you will be able to use peer coaching skills that help the intern to reflect. **It is very important to ask a great deal of reflective questions and to listen more than tell. If the intern is unconsciously or consciously unskilled, it will be important to ask focusing questions. This type of intern might require more suggestions (consulting).**
- _____ Help intern with Emergency Sub Folder.
- _____ Continue to use the **Collaborative Mentor-Intern Feedback Form** to have conversations to assist your intern with lesson planning, unit planning, long-range planning/pacing charts, student assessment data, grade book, and all other areas on the Teacher Evaluation Rubric(ongoing throughout year).

End September/early October

- _____ Continue to provide oral and written feedback during/after visits to classroom. (ongoing throughout year on at least a weekly basis)
- _____ Continue to use peer coaching skills that help the intern to reflect. If the intern is unconsciously unskilled, shift your mentoring from coaching to consulting so that it includes probing questions that clarify. Increase the intern's focus by asking for specific examples regarding Who, What, When, Where, How.

End September/early October (continued)

- _____ Regardless of the cognitive level of your intern, **co-teach/model a lesson.** (Explain about CIT sub days and make arrangements for your intern to visit your classroom to see you teach.)
- _____ Review the work of your intern's students. Help your intern to use this information to plan effective lessons.
- _____ **If you are noticing signs of an intern in trouble (elements that are assessed as ineffective), contact Stefan.**
- _____ Prior to your intern's formal observation conducted by his or her administrator, use the evaluation rubrics to discuss with your intern his/her progress in Planning, Learning Environment and Instruction. (Throughout the year continuously refer to all the rubrics to make sure your intern is prepared for his or her final evaluation by his/her administrator and your final report.)

October

- _____ **If you are noticing signs of an intern in trouble (elements that are assessed as ineffective), contact Stefan.**
- _____ Continuously communicate with your intern's administrator to identify any areas from the rubric with which s/he wants you to assist your intern. (Continue to email monthly.)
- _____ In early October show your intern what a blank status report looks like. (Inform him/her that you will be completing this by early November, when it is due to CIT.)
- _____ Organize your notes towards the end of October to prepare to write your intern's first status report. You should use the rubrics and include numerous examples from your visits that support your rating.

November

- _____ **Fall Status Report** (leave 2-3 weeks for preparation and to discuss with your intern.) Your status report should reflect the rubric language. Many interns are often rated as Developing. This is normal. If an intern has many elements that are ineffective, it is pertinent to contact Stefan to conduct an observation. Many "ineffective" elements indicate an Intern in Trouble.
- _____ **DO NOT SIMPLY LEAVE THE STATUS REPORT** for your intern to sign. It is important to discuss this at great length with your intern.
- _____ Make sure your intern completes and signs the "Intern Report on Mentor." Submit these with your Status Reports.
- _____ Ask your intern to share his or her formal observation, which was conducted by his/her administrator. If your intern's administrator has checked the box that says "serious concerns", it is very important to set up an appointment with your intern and his/her administrator to discuss the concerns. Contact Stefan to let him know. Then, work on a plan of action to assist your intern with the areas of concern.

Early December

- _____ A Statement of Concern Report should be written if any elements are assessed as Ineffective. **(Make sure you have communicated any concerns with Stefan.)**

Mid-January

- _____ A Mid-Year Ineffective Report should be written if more than one domain is assessed as ineffective. **(Make sure you have communicated any concerns with Stefan.)**

January-March

- _____ Set up an appointment with your CIT Panel Contact for your **Panel Observation**. Set up a time for a mentor colleague to conduct your **Peer Observation**.

February/March

- _____ **Spring Status Report** (leave 2-3 weeks for preparation and process)
- _____ Make sure your intern completes and signs the "Intern Report on Mentor." Submit these with your Status Reports.
- _____ If you are working with a thriving intern that is exceptionally strong, complete nomination form for Intern of the Year.

March

- _____ Administrator will receive Administrator Comment Form from the CIT Office.

End April/early May

- _____ **Intern Final Reports DUE** (leave 2-3 weeks for preparation and process); use the rubric as a guide when writing your report.
- _____ Meet with CIT Panel Contact (to review calendar, log, observation/conference notes, PD log, etc) and Intern Final Reports.

May

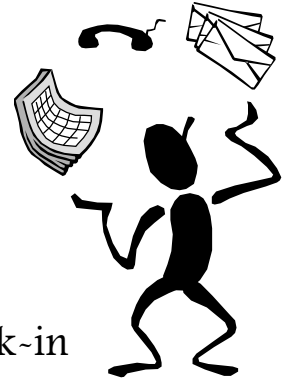
- _____ **Mentor Self-Assessment** due to Stefan

June

- _____ Assist intern with checkout procedures.
- _____ Guide intern in setting PD goals based on areas in need of development as assessed from using the rubric.

Refer to the Lead Teacher-Mentor Calendar on the back of this Handbook for important dates and deadlines.

Record~Keeping Tips



- ~Set up a “system” of folders or binders to collect and organize paperwork and use it consistently.
- ~Keep a Mentor Calendar to guide your work, noting deadlines and reminders (send calendar to Stefan, check-in with administrator, etc.).
- ~Maintain an up-to-date log – do not fall behind! Avoid having to “reconstruct” your communications, observations, suggestions, etc.
- ~Set up email folders in Outlook and use Outlook “Rules” to organize your correspondence.
- ~Provide written feedback to intern after each visit.
- ~Complete Intern Self-Assessment with the intern sometime in September and revisit it throughout the year.
- ~Use your log and Collaborative Mentor-Intern Feedback forms to prepare for writing Status Reports.

Career in Teaching Program- Review of Written Records	
<small>Note: This review is to be completed by a CIT Panel Member for inclusion in the CIT file.</small>	
Lead Teacher Assigned as Mentor	Date of Review: _____
Reviewed by CIT Panel Member	
Records	Comments
Calendar	<input type="checkbox"/> Submit monthly to CIT <input type="checkbox"/> To support of requirement to submit monthly calendar and will start submitting in future.
Log	
Observation/Conference Notes	
Professional Development Log (Workshops attended and/or presented)	<input type="checkbox"/> Monitor PD Log (PD attended and/or presented)
Peer Observation	Conducted by _____ Not conducted _____
CIT Panel Observation	Conducted by _____ Not conducted _____
Mentor Self-Evaluation	Submitted today _____ Already sent to CIT _____ Will send to CIT by May 31st _____
Other	
_____ Proficient _____ Needs Improvement	
CIT Reviewer's Signature: _____	Date _____
LT/Mentor's Signature: _____	Date _____
<small>A LT/Mentor may attach a written response to this form. Please return signed form to CIT. CO-2</small>	

Remember that at the end of the year, you will review your records with your CIT Panel Contact.

Don't hesitate to reach out for support if you feel overwhelmed!

Tips for Modeling and Co-Teaching *with* Interns

Very often some interns are unable to effectively implement concepts in their classroom that mentors discuss with them. The mentor must develop means to increase understanding so that the intern develops confidence in trying new strategies. The intern should observe the mentor using the strategy in his/her classroom followed by the mentor using the strategy in the intern's classroom. The mentor should specifically identify the skill that is being demonstrated for the intern. (For example: building relationships with students, questioning techniques, engaging students, etc.) Co-teaching is the best approach to support how our interns deliver instruction to our students.

Here are some ways to model and co-teach:

- Intern observes mentor
- Mentor arranges demonstration teaching by expert teacher
- Mentor and intern observe a lesson together with specific focus
- Mentor and intern co-teach a lesson
- Utilize videotaping of mentor's lesson for analysis and focused conversations
- Video tape intern's lesson for analysis

The following tips for co-teaching were developed by Marilyn Friend and Lynn Cook. (Adapted)

1. **One teach, One observe:** More detailed observation of students engaged in the learning process can occur.
2. **One teach, One assist:** Mentor or intern takes on the responsibility for teaching while the other circulates through the room providing unobtrusive assistance to student as needed.
3. **Parallel Teaching:** Mentor and intern are both covering the same information, but they divide the class into two groups and teach simultaneously.
4. **Station Teaching**---Mentor and intern divide content and students. Each teaches the content to one group and subsequently repeats the instruction for the other group.
5. **Alternative Teaching:** Mentor or intern takes responsibility for the large group while the other works with a smaller group.
6. **Team Teaching:** Mentor and intern are delivering the same instruction at the same time.

In order for the mentor and intern to effectively co-teach, they must take into consideration that planning and effective communication are essential. There should be a discussion that centers on their philosophy of teaching, learning, and discipline.

Reference: *Interactions: Collaboration skills for School Professionals*, Marilyn Friend and Lynn Cook.

Many of our mentors have valuable experience with
this process and can provide you with support.
Don't hesitate to ask!



Tips for helping Interns with Co-teaching

This is a common area of need for our new teachers. We recommend working with your interns using *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning* by Richard Villa, Jacqueline Thousand, and Ann Nevin. Ask Stefan for a copy.

The authors include a useful list of “Co-Teaching Issues for Discussion and Planning” on p. 15.

Time for Planning

- How much time do we need?
- Where will we find the time that we need?
- How will we use our time together?
- What records can we keep to facilitate our planning?

Instruction

- What content will we include?
- Who plans what content?
- How will we share teaching responsibility?
- Who adapts the curriculum & instructional and assessment procedures for select students?
- What are our strengths in the area of instruction & assessment?
- How will the content of the lesson be presented – will one person teach and the other arrange & facilitate follow-up activities, or will all members share in the teaching of the lesson?
- How will we arrange to share our expertise? How can we arrange to observe one another & practice peer coaching?
- Do we rotate responsibilities?
- How will we assess the effectiveness of our instruction?

Student Behavior

- What are our class guidelines and rules?
- Who determines the disciplinary procedures?
- Who carries out the disciplinary procedures & delivers the consequences?
- How will we be consistent in dealing with behavior?
- How will we proactively address behavior?

Communication

- What types & frequency of communication do we like to have with parents?
- How will we explain this co-teaching arrangement to parents?
- Who will communicate with parents? Will there be shared responsibility for communication with parents of students who have identified special education or other specialized needs, or will particular members of the co-teaching team have this responsibility?
- Which types of communication do we each like to have with students? With what frequency do we like to communicate with students?
- Who will communicate with students?
- How will we ensure regular communication with each other?
- Who communicates with administrators?

Evaluation

- How will we monitor students' progress?
- How will we assess and grade student performance?
- Who evaluates which group of students – do co-teachers collaborate in evaluating all students' performance, or is each co-teacher primarily responsible for evaluating a subset of students?

Logistics

- How will we explain our co-teaching arrangement to the students and convey that we are equals in the classroom?
- How will we refer to each other in front of the students?
- How will teacher space be shared?
- How will the room be arranged?
- How is paper work completed for students identified as eligible for special education?
- How will a balance of decision-making power be maintained among co-teachers?

There are several of our experienced mentors who are especially adept at the art of co-teaching. Don't hesitate to ask for assistance.



Culturally Responsive Teaching in the RCSD

Discussions about race, culture, and poverty can be difficult for new teachers. After all, they remain difficult for many of the most seasoned veterans. More than ever, teaching in an urban district demands “courageous conversations” on sensitive topics if we are to best serve our students. In Rochester, 89.8% of our students are students of color, and 79.3% are eligible for free/reduced lunch. Our students speak 87 different languages and many have limited English proficiency. The socio-economic profile of our teacher corps is quite different. Research shows the importance of acknowledging and addressing this “culture gap” in order for us to most effectively engage our kids.



We encourage you to explore these issues with your interns by encouraging them to strengthen their **cultural competence**:

Cultural competence is the ability to successfully teach students who come from cultures other than our own. It entails developing certain personal and inter-personal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching. (Diller, J.V. and Moule, J., 2005)

The RCSD provides many opportunities to build this cultural competence through discussions about **culturally responsive teaching**, defined as “using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (Geneva Gay, 2000).

Our district offers excellent resources and opportunities to engage in this work with your interns:

Rochester Teacher Center: <http://www.rochesterteachercenter.com/>

RCSD Department of African American Studies: <http://www.rcsdk12.org/Domain/35>

RCSD Department of English Language Learners: <http://www.rcsdk12.org/Page/302>

RCSD Native American Resource Center: <http://www.rcsdk12.org/Page/545>

RCSD Office of Professional Learning: <http://www.rcsdk12.org/professionallearning>

Some valuable on-line materials can be found at:

Teaching Tolerance: www.teachingtolerance.org

NEA: <http://www.nea.org/home/16723.htm>

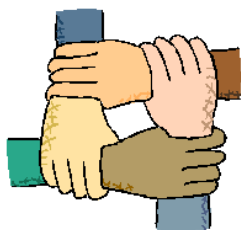
Equity Alliance: <http://www.equityallianceatasu.org/>

ASCD: <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01>

Some of our mentors recommend these titles to read with your interns:

Teaching with Poverty in Mind and/or *Engaging Students with Poverty in Mind* by Eric Jensen

"Multiplication Is for White People": Raising Expectations for Other People's Children by Lisa Delpit



You might consider a CIT Action Research project or CIT Collegial Circle to go deeper into these issues.

Contact [Stefan](#) about book circles and other opportunities.

AN INTERN IN TROUBLE

(When using the rubric, many areas are assessed as ineffective.)

Student Related

- Nervous/anxious in front of students (lacks self-confidence)
- Negative attitude toward students (blames students for own failures)
- Paces, always in motion or sits behind desk – most of the time
- Students in turn have little or no respect for the teacher, and therefore are out of control most of the time.
- Makes excuses such as: these students are a terrible group – all other teachers think the same about them.
- Treats students like peers/friends rather than maintaining poise as teacher
- Breaks down in front of students
- Displays inconsistency in dealing with discipline problems
- Attempts at praising students seem artificial
- Uses excuses

Teacher Related

- Does not attend in-services/workshops to grow professionally and to learn pedagogy. (Believes that college education was sufficient and there's not much more to learn.)
- Does not prepare or plan lessons adequately. (Ignores suggestions made by mentor)
- Takes advantage of well-intended colleagues by sending problem student to them on a regular basis
- Makes serious mistakes when teaching and does not accept constructive criticism from mentor
- Is extremely unorganized
- Blames principal for lack of support (after sending numerous students to office)
- Comes in late – leaves right after school
- Has no energy for after school follow-through conferences, etc.)

On the Other Side of the Coin

- Thinks everything is going just fine when it's not
- Is oblivious to discipline problems, management problems or just ignores them
- Over-enthusiastic in front of students to the point of saturation
- Treats students like peers and believes that it's appropriate for students to treat him/her the same
- Attends all voluntary in-services, talks enthusiastically, seems to understand but cannot put pedagogy to practice
- Asks why in response to a pedagogy question asked by the mentor
- Asks the mentor to teach class as much as possible, but does not observe important strategies being modeled.
- Does not feel s/he needs a mentor

Mentor Related

- Tells mentor “nothing works” – “these students are impossible”
- Is not willing to spend time with mentor, makes excuses and cancels meetings
- Often breaks down and cries at conferences with mentor
- Doesn't contact mentor when necessary: i.e., in time of absence for an observation
- Is not a good listener when mentor is speaking –interrupts often or preoccupied
- Does not follow-through with promises i.e., handing in lesson plans, again makes excuses
- Is not willing to spend adequate time planning and practicing lessons that would improve teaching

Mentor Action Plan for an “Intern in Trouble”

John is a first year teacher with a master’s degree in education from a local college. He is teaching sixth grade. It is mid-October. His mentor has several concerns and is contemplating submitting a “Statement of Concern” report. After numerous observations (seven) and conferences (nine), the following areas are ineffective:

- Interactions in the classroom are characterized by sarcasm or conflict. John does not deal with disrespectful behavior. For example students use disrespectful talk towards each other with no response from John.
- Much instructional time is lost due to inefficient classroom routines and procedures.
- When moving into small groups, students are typically confused as to where they are supposed to go. This results in a high noise level in the classroom; this is at a source of complaints by colleagues and the administration.
- The administrator told the mentor that the classroom environment is often chaotic. When John notices student misbehavior, he appears helpless to do anything about it. Parents are not being contacted; a few are complaining to the administrator.
- The instructional purpose of the lessons is typically unclear.
- Pacing is way off. An inordinate amount of time is being spent on some lessons causing behavior to erode.
- John’s questions are quickly asked with single correct answers. Students do not engage in discussions; John does the majority of the talking.
- John seldom checks for understanding and typically moves on to the next concept even if students do not appear to understand the lesson.
- John frequently complains about being hired Labor-day weekend.
- He student taught in Pittsford and continually compares his present assignment to Pittsford schools.
- John has said, “The weekend is my time.”
- John has a second job working in a sports store.
- This intern has not opened his mail or looked at memos in over three weeks. The stack is growing.
- A recent school-wide fund-raiser caused frustration for John because he did not keep track of the money collected.
- The intern does not return the mentor’s phone calls.

The mentor’s help:

In addition to the observations, phone calls, and feedback, the mentor arranged for John to observe her in her classroom. She provided him with a guided observation form specifically asking him to focus on her routines, response to student misbehavior and how she checked for understanding. Materials were provided as well as help on planning lessons. The mentor made the intern aware of the administrator’s concerns and attended workshops on instruction and management with John.

In order to move from ineffective to developing, John needs help. Write an action plan with a timeline for him to meet success.

Working with Administrators

CIT is a collaborative program governed by a panel of teachers and administrators. Administrators should play an important role in the development of our new teachers. As a mentor, your responsibility is to support your interns and to help them reflect and grow, but you also have a responsibility to maintain open communication with administrators while still preserving confidentiality.

- Introduce yourself immediately to your intern's principal. Find out who is responsible for the intern's evaluation and make contact with that administrator as well.
- Check in monthly with your intern's administrator to share positive news and to inquire if there are any areas of concern. Many problems and misunderstandings can be avoided by keeping lines of communication open.
- Do not share information or concerns with the administrator without informing your intern.
- You must preserve the confidentiality of the mentor-intern relationship in your dealings with administration.
- Take every opportunity to coach your intern in dealing with administrators. Don't take it upon yourself to solve any problems without your intern's participation.
- Call Stefan when a problem arises with an administrator (or when a problem is anticipated).



CIT SUB DAY PROCEDURE

1. In order for a **mentor or an intern** to use a CIT Sub Day, it is the responsibility of the mentor to **email** at least one week **PRIOR** to taking the day.

Email Kay Cordello, our CIT secretary, directly. Kay's email address is kay.cordello@rcsdk12.org

2. When you email, please provide the following information:

- Your name or the name of your intern that will be taking a CIT sub day.
- The date of the upcoming sub day.

3. Remember to follow your building procedures for obtaining your sub.

The CIT Department does not arrange for the subs; we only provide a budget code to pay for the subs.

4. Inform your intern about proper procedures for obtaining a sub.

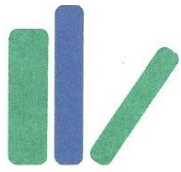
He or she must follow building procedures. THIS IS VERY IMPORTANT!

No intern or mentor should simply tell his or her administrator that he/she is "taking a CIT day." Your intern should check with the administrator and ask if it is okay to use a CIT day for *that specific date* and for *a specific purpose* (for example, so he/she can observe his/her mentor in the classroom). The intern should let the administrator know that the sub should be charged to CIT. An intern should make the request of his/her administrator **at least one week** in advance of the requested date.

*If you are a released mentor, please do not request sub days for yourself. We need to make sure that our building-based mentors have enough days to observe and visit their interns.

Be sure that your intern visits classrooms on a CIT Release Day with intention. Observations of other teachers should be purposeful. You should assign your intern something to look for, to report back on, and/or to apply to his/her own classroom.

You can use the "Guided Observation Form" as a tool with your intern.



Career in Teaching Tool

Guided Observation Form

(for Interns to use when visiting classrooms on CIT Release Days)

Name of Teacher Being Observed _____ School _____

Classroom Learning Environment

What are some things you notice about how the teacher creates an environment of respect and rapport?

What are some procedures and routines that the teacher implements?

What are some ways the teacher responds to inappropriate student behaviors?

Instruction

What are some ways the teacher communicates goals/objectives to the students?

What are some ways the teacher engages students in Critical Thinking?

What are some ways the teacher engages students by connecting the instruction to students' experiences/interests?

What are some of the instructional strategies the teacher uses that respond to the diverse needs of the students?

What are some ways the teacher facilitates learning experiences that promote autonomy, interaction or choice?

What are some ways the teacher provides feedback or checks for understanding throughout the lesson?

What are some ways the teacher demonstrates flexibility and responsiveness?

. . . and Remember . . .

- ✚ A mentor encourages reflection and professional growth.
- ✚ A mentor models professionalism and best practices.
- ✚ A mentor attends fully and listens.
- ✚ A mentor preserves confidentiality.
- ✚ A mentor says what he/she is going to do, and then does it.
- ✚ A mentor uses open-ended learning-focused questions.
- ✚ A mentor starts by asking an intern “What are some things about _____ that are working?”
- ✚ A mentor is not a judge.
- ✚ A mentor is not an administrator.
- ✚ A mentor provides support 90% of the time, and evaluates 10% of the time.
- ✚ A mentor provides continuous, specific formative assessment throughout the year.
- ✚ A mentor should not add stress to the intern’s life.
- ✚ A mentor uses the language from the Domains and Elements of the Teacher Evaluation Rubric to celebrate areas of strength and to identify areas of need.
- ✚ A mentor checks in regularly with an intern’s administrators.
- ✚ A mentor knows to consult the CIT Director with questions.
- ✚ A mentor remembers that to provide support to others, one must take care of oneself.
- ✚ A mentor grows professionally alongside the intern.
- ✚ A mentor shapes our next generation of teachers and leaves a valuable legacy for our next generation of students.



APPENDIX

CIT FORMS AND SAMPLES



Intern Data Sheet
Intern Self-Assessment Summary
Collaborative Mentor-Intern Feedback Form
Suggestion Box Form
Analysis of Student Work Protocol
Intern Status Report (blank)
Intern Status Report Sample
Intern Report on Mentor
Peer Observation Form
Statement of Concern Sample
Mid-year Ineffective Report Sample
Intern Final Report Sample
Mentor Self-Evaluation and Self-Assessment

CAREER IN TEACHING

Intern Data Sheet

MENTOR: _____ **Tenure Area:** _____

Intern #1 _____

Home Address: _____ **Zip Code:** _____

Cell Phone : _____ **Home Phone:** _____

Worksite(s): _____

School Phone: _____ **Extension:** _____

Grade Level(s) or Subject(s) Assigned to Teach: _____

Certification: _____ **Initial** _____ **Professional** _____ **Provisional** _____ **Permanent**

Certification Area: _____

Immediate Supervisor(s): _____

RTA Representative: _____

Type of Contract: _____ **Probationary** ☐ _____ **Contract Substitute** ☐

MENTOR: _____ **Tenure Area:** _____

Intern #2 _____

Home Address: _____ **Zip Code:** _____

Cell Phone : _____ **Home Phone:** _____

Worksite(s): _____

School Phone: _____ **Extension:** _____

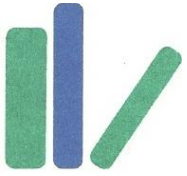
Grade Level(s) or Subject(s) Assigned to Teach: _____

Certification: _____ **Initial** _____ **Professional** _____ **Provisional** _____ **Permanent**

Certification Area: _____

Immediate Supervisor(s): _____ **RTA Representative:** _____

Type of Contract: _____ **Probationary** ☐ _____ **Contract Substitute** ☐



INTERN SELF ASSESSMENT SUMMARY

Name:		Mentor:
Grade Level:	School:	Date:

Strength	Standard (Domain)	Areas for Growth
	Planning and Preparation <ul style="list-style-type: none"> • <i>Demonstrating Knowledge of Content and Pedagogy</i> • <i>Demonstrating Knowledge of Students</i> • <i>Demonstrating Knowledge of How to Set Instructional Outcomes</i> • <i>Demonstrating Knowledge of Resources</i> • <i>Designing Coherent Instruction</i> • <i>Designing Student Assessments</i> 	
	The Classroom Environment <ul style="list-style-type: none"> • <i>Creating an Environment of Respect and Rapport</i> • <i>Establishing a Culture of Learning</i> • <i>Managing Classroom Procedures</i> • <i>Managing Student Behavior</i> • <i>Organizing Physical Space</i> 	
	Instruction <ul style="list-style-type: none"> • <i>Communicating goals clearly and accurately</i> • <i>Engaging students in Critical Thinking through effective questioning and discussion strategies</i> • <i>Engaging Students in learning</i> • <i>Using Assessment in Instruction</i> • <i>Demonstrating Flexibility and Responsiveness</i> 	
	Professional Responsibilities <ul style="list-style-type: none"> • <i>Reflecting on teaching practices</i> • <i>Maintaining Accurate Records about student progress</i> • <i>Communicating/Engaging with families about the instructional program and about student progress</i> • <i>Participating in a Professional Community by contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects</i> • <i>Growing and Developing Professionally</i> • <i>Showing Professionalism</i> 	
PROFESSIONAL GOAL(S): 		



Collaborative Mentor-Intern Feedback Form

Name: _____ Mentor _____

Grade Level/Subject Area: _____ Date: _____

Check all that apply:

<input type="checkbox"/> Analyzing Student Work	<input type="checkbox"/> Developing/Reviewing Professional Goals	<input type="checkbox"/> Modeling Lesson Observing Instruction	<input type="checkbox"/> Planning Lesson Problem Solving Providing Resources	<input type="checkbox"/> Pre-Observation Conference Post-Observation Conference Reflecting	<input type="checkbox"/> Using Technology Other
<input type="checkbox"/> Communicating with Parents	<input type="checkbox"/> Discussing Case Study Student IEP Development/meeting	<input type="checkbox"/> Observing Mentor or other Veteran Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Discussing Content Standards					

What's Working:

Current Focus----Challenges---Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

Next Meeting Date:

Focus:

Questions:

Planning & Preparation <ul style="list-style-type: none"> Demonstrating Knowledge of Content and Pedagogy Demonstrating Knowledge of Student Development Demonstrating Knowledge of Students' Interests and Cultural Heritage Designing Coherent Instruction and Assessment aligned with goals and NYS Standards Designing Instruction suitable for Diverse Learners Designing Instruction based on Student Growth and Assessment Data 	The Classroom Environment <ul style="list-style-type: none"> Creating an environment of respect and rapport Planning and implementing classroom procedures and routines that support student learning Orchestrating responsible and responsive student behaviors 	Instruction <ul style="list-style-type: none"> Communicating goals clearly and accurately Engaging students in Critical Thinking through effective questioning and discussion strategies Engaging Students in learning by connecting instruction to students' life experiences and interests Using a variety of instructional strategies to respond to students' diverse needs Facilitating learning experiences that promote autonomy, interaction and choice Providing Quality and Timely Feedback Demonstrating Flexibility and Responsiveness 	Professional Responsibilities <ul style="list-style-type: none"> Maintaining Accurate Records about student progress Reflecting on teaching practices and planning professional development goals Communicating/Engaging with families about the instructional program and about student progress Contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects Working with Communities to improve professional practice
---	--	---	---

Career in Teaching Tool

SUGGESTION BOX



Name: _____ Mentor _____

Grade Level/Subject Area: _____ Date: _____

Focus Area:

Planning & Preparation	The Classroom Environment	Instruction	Professional Responsibilities
<ul style="list-style-type: none"> Demonstrating Knowledge of Content and Pedagogy Demonstrating Knowledge of Student Development Demonstrating Knowledge of Students' Interests and Cultural Heritage Designing Coherent Instruction and Assessment aligned with goals and NYS Standards Designing Instruction suitable for Diverse Learners Designing Instruction based on Student Growth and Assessment Data 	<ul style="list-style-type: none"> Creating an environment of respect and rapport Planning and implementing classroom procedures and routines that support student learning Orchestrating responsible and responsive student behaviors 	<ul style="list-style-type: none"> Communicating goals clearly and accurately Engaging students in Critical Thinking through effective questioning and discussion strategies Engaging Students in learning by connecting instruction to students' life experiences and interests Using a variety of instructional strategies to respond to students' diverse needs Facilitating learning experiences that promote autonomy, interaction and choice Providing Quality and Timely Feedback Demonstrating Flexibility and Responsiveness 	<ul style="list-style-type: none"> Maintaining Accurate Records about student progress Reflecting on teaching practices and planning professional development goals Communicating/Engaging with families about the instructional program and about student progress Contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects Working with Communities to improve professional practice

Suggestions:



Career in Teaching Tool

Analysis of Student Work Protocol

Name: _____ Mentor: _____ Grade Level/Subject Area: _____

Content Standard/Objective: _____

What did you ask the students to do for this assignment? _____

What was the criteria or rubric you used when assessing this assignment?

	Student Name	What did the student demonstrate that he/she knew or could do?	What did the student demonstrate he/she couldn't do; what misconceptions or wrong info did the student have?	What might be the next steps for this student?
HIGH				
MIDDLE				
LOW				

Based on our discussion of student responses at the top, middle and bottom of the class, what needs to be re-taught?

☐ Nov ☐ Feb ☐ Other

Panel Contact _____

Career In Teaching Intern Status Report

Intern's Name: _____ School: _____

Mentor's Name: _____ Grade/Subject Level: _____

Observation Dates/Times: _____

Conference Dates: _____

Effective:	Performance meets or exceeds professional expectations for interns.
Developing:	Performance continues to improve in areas indicated.
Ineffective:	Performance needs improvement in areas indicated.

1. Planning and Preparation

Demonstrates knowledge of important concepts when planning; demonstrates knowledge of students when planning; sets instructional outcomes; utilizes resources; designs coherent instruction based on NYS/Common Core Content Standards; designs coherent instruction for diverse learners; designs student assessments that correspond to instructional outcomes and that guide planning

____ Effective

____ Developing

____ Ineffective

2. Classroom Environment

Creates an environment of respect and rapport; Establishes a culture for learning; implements classroom procedures and routines that support student learning; Manages student behavior; organizes physical space to promote learning

____ Effective

____ Developing

____ Ineffective

3. Instruction

Communicates clearly with students; Uses effective questioning and discussion techniques; Engages students in learning by connecting instruction to students' life experiences and interests; uses a variety of instructional strategies to respond to students' diverse needs; facilitates learning experiences that promote autonomy, interaction and choice; provides quality and timely feedback; uses assessment in instruction; demonstrates flexibility and responsiveness.

____ Effective

____ Developing

____ Ineffective

4. Professional Responsibilities

Maintains accurate records about student progress; reflects on teaching practices to assess the effectiveness of lessons and plans lessons accordingly; communicates/engages with families about the instructional program and about student progress; contributes to the school and district through collaborative relationships with colleague; participates in school and district projects; grows and develops professionally to enhance content knowledge and pedagogical skill; shows professionalism

____ Effective

____ Developing

____ Ineffective

Mentor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

Intern may attach a response or comments Intern's Signature: _____ Date: _____

Intern may attach a response or comments. Please return form underseal to Mentor Program Coordinator, CIT Office

☒ Nov ☐ Feb ☐ Other

Panel Contact: **Marie Costanza**

Career In Teaching

SAMPLE Intern Status Report

Intern's Name: Sample "Carol"

School: _____

Mentor's Name: _____ Grade/Subject Level: _____

Observation Dates/Times Sept 10(1 block), 17(2 blocks), 24(2 blocks), 25(1 block), Oct 2 (2 blocks), 10(2 blocks), 16, (2 blocks), 24 (2 blocks), Nov 4 (1 block) (BLOCKS = 55 minutes) , Nov 8(2 blocks) *(PLEASE MAKE SURE YOU INCLUDE TIMES AND DATES)*
Conference Dates: August 19, 25, 26, 30, Sept 1,3, 4, 5, 6, 8, 10, 15, 17, 22, 24, 28, 29, Oct. 1, 3, 5, 7, 9, 10, 13, 15, 16, 17, 19, 22, 25, 27, 29, Nov 1, Nov 10 *(PLEASE MAKE SURE YOU INCLUDE PHONE CONFERENCES.)*

Effective:	Performance meets or exceeds professional expectations for interns.
Developing:	Performance continues to improve in areas indicated.
Ineffective:	Performance needs improvement in areas indicated.

1. Planning and Preparation

Demonstrates knowledge of important concepts when planning; demonstrates knowledge of students when planning; sets instructional outcomes; utilizes resources; designs coherent instruction based on NYS/Common Core Content Standards; designs coherent instruction for diverse learners; designs student assessments that correspond to instructional outcomes and that guide planning

____ Effective

__X__ Developing

____ Ineffective

Carol's plans and practice are beginning to reflect some awareness of important ELA concepts. She is familiar with the concepts of the Grade 8 ELA curriculum and the Common Core Standards. For example recently she planned a lesson based on Speaking & Listening: Comprehension and Collaboration. (*Students will engage in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.*) Part of her planned lesson included having the students listen to each other during a brainstorming session about heroes. The plan included having the students work in groups. When we discussed the plan, Carol was aware that some of her students have IEP's, but she had not read them yet. To assist Carol with formulating groups based on varied ability levels for future lesson plans, we used a CIT day in order for us to review the IEP's and to collaborate about how to use the knowledge from the IEP's when planning her lessons. Carol recognizes that her students have different interests and she is beginning to seek knowledge based on her students' interests, so that she can incorporate their interests into her lesson planning. For example, I shared an interest inventory and after she used it, she discovered that a large majority of her students enjoyed playing basketball, thus, she included in a recent unit a short story called "A Matter of Chittlins and Chili," which was about the positive friendship that developed between two young men, from different cultures, who had a love for basketball. Carol and I plan to work together in the upcoming months reviewing student work and other student assessment data to design instruction based on the progress of her students. Carol has an awareness of the importance of knowing students' learning needs and their developmental differences. She had her students write a baseline essay during the first week of school in order to begin to assess their strengths and areas in need of intervention. We are working together on how to use this assessment to develop lessons that are differentiated according to the needs of her students. We are also working on ways to check for understanding throughout the lesson so that Carol is able to assess whether or not her students are learning and how to use this information to plan her follow-up lessons.

2. Classroom Environment

Creates an environment of respect and rapport; Establishes a culture for learning; implements classroom procedures and routines that support student learning; Manages student behavior; organizes physical space to promote learning

___ Effective

__X__ Developing

___ Ineffective

Carol's strength in this area is in the patience and respect that she shows towards her students. The interactions between her students demonstrate general caring and respect. She and her students use courtesies such as "Please" and "Thank you." On the first day that she met her students, she shared with them her expectations and posted a list of these on the wall. During the months of Sept and October we worked together to set up procedures for entering and leaving class in an orderly manner, management of materials, and management of transitions. Because of her consistency, there is little loss of instructional time. She uses a timer and other signals such as turning off the lights to remind the students when it is time to make a transition.

Currently we are working on strategies to manage student behavior. Carol has established standards of conduct, but the implementation is inconsistent. I plan to record one of Carol's classes and we will use a CIT day to view the DVD together so that we can discuss steps that Carol can take to establish consistent strategies for monitoring student behavior (eg. non-verbal signals, proximity, positive reinforcements).

3. Instruction

Communicates clearly with students; Uses effective questioning and discussion techniques; Engages students in learning by connecting instruction to students' life experiences and interests; uses a variety of instructional strategies to respond to students' diverse needs; facilitates learning experiences that promote autonomy, interaction and choice; provides quality and timely feedback; uses assessment in instruction; demonstrates flexibility and responsiveness.

___ Effective

__X__ Developing

___ Ineffective

Because Carol is a reflective teacher, it is a pleasure to collaborate with her on the instructional elements of this Domain. Carol clearly communicates the point of each lesson and clearly explains how the lesson is related to previous lessons. For example, recently before the students began a writing assignment in which they were going to prove their point about an issue, she reminded them to think about a story they had recently read about a hero who took a stand. She posed questions that she clearly designed to promote student thinking. For example, she began by asking the students "What are some ways you might react if you saw someone being left out of a social activity planned by a friend?" After the students wrote their responses in their journals, she directed them to turn to their partner and discuss their responses. By using this Think, Pair, Share strategy, she successfully engaged most of the students in the discussion. Carol and I plan to collaborate on ways to use assessment more regularly during instruction so that she is able to monitor the progress of her students' learning. Feedback has been general and her students are only partially aware of the assessment criteria to evaluate their work. For example, rather than ask, "Does anyone have a question," we are planning to work on strategies that will help Carol use strategies to elicit evidence of student understanding. (eg. Thumbs Up/Down, "3 Minute Buzz," Exit Cards, etc.)

Carol consistently connects instruction to her students' life experiences and interests. For example in September, for a Getting to Know You activity, she had all of her students develop an "All About Me" poster. She took photos of each student, which became the center of the poster. The students created posters, which included aspects about their lives. Before they presented their posters, Carol presented her own poster. It was clear that the students felt very connected to Carol and to each other by the end of the presentations.

4. Professional Responsibilities

Maintains accurate records about student progress; reflects on teaching practices to assess the effectiveness of lessons and plans lessons accordingly; communicates/engages with families about the instructional program and about student progress; contributes to the school and district through collaborative relationships with colleague; participates in school and district projects; grows and develops professionally to enhance content knowledge and pedagogical skill; shows professionalism

☒ Effective

☐ Developing

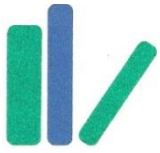
☐ Ineffective

Carol is a very reflective teacher. After her lessons, she reflects on the effectiveness of the lesson and the extent to which it achieved her instructional goals. Carol has begun to use a journal to reflect on possible lesson improvements. She has begun to use her reflections as she selects PD opportunities that would be beneficial. Carol communicates frequently about the instructional program and the progress of her students with their families. She sends out a monthly newsletter in which she highlights the upcoming content. In her newsletter she invites families to contact her if they would like to volunteer to come to her class to be part of upcoming lessons. She also sends “happy notes” home on a regular basis. In the beginning of the school year, she brought colorful post cards to her students and asked them to address these to their parents. She explained that she would use these at some point in the year to share a success with the parents. Immediately she began to send the cards out. Word spread quickly and many students told her how much their families enjoyed hearing from her. Carol is well respected by her colleagues; she has volunteered during her planning period to assist others by utilizing her photography skills. She often goes to other teacher’s classrooms to photograph activities taking place. She is also assisting in the development of the school website. Carol is conscientious about maintaining accurate records re: attendance and student grades. As Carol continues to reflect on her lessons, she and I plan to discuss her goals and the various professional learning opportunities in which she might participate to enhance her content knowledge and pedagogical skill.

Mentor’s Signature: _____ Date: _____

Intern’s Signature: _____ Date: _____

Intern may attach a response or comments. Please return form underseal to Mentor Program Coordinator, CIT Office



Career in Teaching Intern Report on Mentor

Intern's Name: _____ Nov ____ Feb ____ Other

Mentor's Name: _____

Please place an 'X' in the small boxes next to all of the items with which your mentor has assisted you. On the second page, write a narrative describing how your mentor has helped you during your internship. As part of your narrative, please describe some specific examples from the list below, and/or any specific areas in which you would like additional mentor support.

	PLANNING AND PREPARATION
	Reviewed Professional Goals
	Helped to identify important concepts of the discipline
	Helped to understand how to incorporate knowledge of students into planning.
	Helped to understand how to set instructional outcomes
	Discussed/Reviewed NYS/Common Core Content Standards and helped to develop lessons aligned with standards Assisted with designing coherent instruction for diverse learners
	Reviewed/Assisted in understanding RCSD Curriculum
	Helped to procure and understand how to utilize resources
	Helped to understand how to design formative assessments that correspond to instructional outcomes and that guide planning

	INSTRUCTION
	Collaborated/Consulted about ways to communicate with students (eg. clarity of lesson purpose, clear directions for activities, explanation of content, etc.)
	Collaborated/Consulted about using effective questions and discussion techniques designed to promote student thinking and understanding
	Suggested strategies for how to engage students in learning
	Suggested ways to use assessment regularly during instruction in order to diagnose evidence of learning
	Suggested learning experiences that promote autonomy, interaction or choice
	Helped to analyze student work
	Helped to develop IEP as needed
	Modeled a lesson
	Co-taught a lesson

	CLASSROOM ENVIRONMENT
	Collaborated/Consulted about ways to create an environment of respect and rapport
	Collaborated/Consulted about ways to establish a culture for learning
	Suggested routines and procedures that support student learning
	Suggested ways to manage student behavior
	Suggested ways to organize physical space to promote learning

	PROFESSIONAL RESPONSIBILITIES
	Asked me reflective questions to help me assess the effectiveness of lessons and to help me reflect on ways to enhance lessons
	Explained how to maintain accurate records about student progress
	Suggested ways to communicate/involve families to support student learning
	Encouraged and suggested ways to participate in school and district projects
	Recommended professional development to enhance content knowledge and pedagogical skill
	Encouraged collaboration with colleagues



In the space below please write a narrative about how your mentor has assisted you and/or describe any areas with which you would like your mentor to assist you in the upcoming months. If you need more space, please use another sheet of paper.

Intern’s Signature _____

Date _____

Mentor’s Signature _____

Date _____

CAREER IN TEACHING

Lead Teacher Assigned as Mentor Observation Form

(FOR MENTOR PEER OBSERVATION AND PANEL CONTACT OBSERVATION OF MENTOR)

Lead Teacher Assigned as Mentor: _____

Date: _____ **Time:** _____ **Place of Observation:** _____

Intern: _____ **Class Observed:** _____

Activities Observed (check as many as apply):

☐ Mentor-Intern pre-conference

☐ Mentor observing lesson

☐ Mentor-Intern post conference

☐ Mentor-Administrator

☐ Observer conference separately with intern

☐ Observer conference with building administrator

☐ Other (describe):

Observation:

(over)

The observation should base the overall rating on the following criteria:

- evidence of positive mentor-intern relationships
- evidence of lead teacher's influence on instruction
- pre and/or post-conference
- other indicators suggested by the individual lead teacher
(these should be noted on the observation form)

Based on this observation, the Lead Teacher/Mentor is rated:

☐ EFFECTIVE

☐ DEVELOPING

Observer's Signature: _____ Date: _____

I have read this observation report and I (do, do not) agree.

LT/Mentor's Signature: _____ Date: _____

A Lead Teacher may attach a written response to this form. Please return form to CIT Office.

(For CIT Panel Use)

Comments/Action Needed: _____

CIT Reviewer's Signature: _____ Date: _____

SAMPLE

Career in Teaching

STATEMENT OF CONCERN REPORT

NOTE: Complete this report if an intern is assessed to be ineffective on more than one of the elements within the 4 Domains of the Teacher Evaluation Rubric. This report may be completed at any time after the first status report is reviewed with an intern.

Intern: _____ School: _____
Mentor: _____ Date: _____

Panel Contact: _____

Description of area(s) of difficulty:

- Demonstrates little or no understanding of how students learn.
- Learning activities are poorly aligned with instructional outcomes and lesson plans do not have a coherent structure.
- Does not deal with disrespectful behavior.
- Much instructional time is lost due to inefficient routines and procedures.
- Does not intellectually engage students in lesson.
- Demonstrates little or no assessment or monitoring of student learning.
- Does not communicate with families about student progress.

Summary of actions taken:

- Modeled/provided sample lessons that show how to connect lesson to students' interests and diverse needs
- Provided samples of lesson plans that are aligned with instructional outcomes; spent a CIT day collaborating on development of coherent lesson plan
- Shared samples of behavior mod plans and demonstrated how to have a conference with a student and parent to discuss how to incorporate the plan.
- Modeled effective routines and procedures to use in the beginning of a class, during the class and at the end of the period (eg. wait time, timer, lights out, homework basket, student homework distributors)
- Modeled 3 lessons to show how to use a variety of instructional strategies (small groups, mini-lesson, independent assignment, Think, Pair, Share, etc.)
- Modeled/provided sample lessons that show how to use a variety of questions and how to differentiate instruction so that more students are engaged
- Provided hand out called "How do I Know they are Really Learning?" and modeled some of the strategies
- Provided samples of strategies for informal assessments such as having students signal with gestures (thumbs up/down) to indicate whether or not they understand; have students paraphrase or retell in their own words and share; have students write down one piece of new information and then move around the room to "give 1 idea and get 1 idea" to add to their list.
- Provided samples of parent letters that include print-outs of current grades

Future outlook and additional support suggested:

Intern needs to

- Spend time planning student-centered lessons that incorporate a variety of instructional strategies and that allow for individual differences (Continue to work with mentor for lesson plan guidance and then implement the lessons.)
- Video tape upcoming lesson and use a CIT day to reflect on the lesson and collaborate on ways to incorporate routines, instructional strategies to engage students, and possible informal assessment strategies to check for understanding.
- Work with mentor on re-establishing a behavior management plan and parent communication plan and then implement these immediately

Mentor's Signature _____ Date: _____

Intern's Signature: _____ Date: _____

Send report under seal to Mentor Program Director, CIT Office..

SAMPLE

Mid-Year Ineffective Report

NOTE: Complete this report if an intern is assessed to be ineffective on more than one of the elements within the 4 Domains of the Teacher Evaluation Rubric. This report is to be submitted to the Mentor Program Coordinator by mid-January.

Intern: _____ School: _____

Mentor: _____ Date: January 14, 2012

Panel Contact: Marie Costanza

Date of Early Warning Report: December 2, 2010

Name of Intern's immediate Supervisor: _____

Date(s) of contact(s) with Administrator: 9/25/10, 10/10/10, 11/5/10, 12/6/10, 1/15/10

Describe the comments of the Intern's immediate Supervisor regarding the Intern's performance.

He is concerned about the following:

- Little understanding of the range of pedagogical approaches suitable to student learning of the content
- Lack of sensitivity towards students
- Failure to establish routines and procedures
- Failure to communicate with parents about student progress
- Misjudges the success of a lesson

Please describe the continuing area(s) of serious difficulty and summary of actions taken by the mentor.

Joe's lessons do not focus on specific outcomes. The instructional purpose of the lesson is unclear and the directions are confusing. As a result, few students are intellectually engaged. When we have met, we have discussed ways for him to verbalize what the point of his lesson is so that his students will be able to understand what they will be learning. For example, we have viewed/discussed a tape I made demonstrating how I start a new lesson or unit plan. We spent 2 Saturdays and a CIT day collaborating on the development of lessons that actively engage his students. I have had him observe me 2 times teaching an English III and English 8 class. Afterwards we discussed the strategies that were used that resulted in student learning. I have taught his English I class to model a way to begin a literature unit. I have suggested names of colleagues for him to observe. After video-taping one of his English 8 classes, we discussed ways that more sensitivity might be shown when responding to students. I have shared a menu of ideas regarding how to establish routines and procedures through the use of seating plans, homework box, student collector/distributor of books/materials. We worked together on setting up a parent-log book to use for organizing his home contacts. After reviewing student work together, we discussed ways the lesson might be modified so that more student learning would take place.

Prognosis/additional CIT Panel supports requested:

I have discussed the above concerns with Marie Costanza, the Mentor Director. I have invited Marie to conduct an observation and offer feedback to me and my intern. I plan to continue to use video tapes of my lessons and Joe's lessons to provide concrete suggestions about the above areas of concern.

Intern Comment: (may be submitted with this report or sent under seal to the Mentor Program Coordinator, CIT Office.)

Intern's Signature*	Date
(*Signature indicates that this report has been seen <u>only</u> , not approved.)	

Mentor's Signature	Date
--------------------	------

Send report under seal to mentor Program Director.

Career In Teaching

SAMPLE Intern Final Report

Intern's Name: XXXXX

Certification: XXXXX

Mentor's Name: XXXXX

School: XXXXX

A. Describe the progress this intern made during the school year. Include references to growth and/or problems in meeting the professional expectations for interns and any other areas germane to the intern's future in the teaching profession.

I HIGHLY RECOMMEND ____ for continued employment in the Rochester City School District. This recommendation is based on 29 observations and 57 conferences throughout the 2011-2012 school year. ____ was hired as an English teacher at ____ High School. In August 2011 I was assigned to mentor her.

____ spends a great deal of time planning and preparing her lessons, which are aligned with the Common Core Standards. She uses the Springboard curriculum as a guide while planning creative lessons that demonstrate her knowledge of her students' development, interests and background. Additionally, she plans assessments that are aligned with instructional outcomes. She uses student work and formative assessment data to plan for future instruction.

____ has created a classroom environment of respect and rapport. She is extremely organized and systematic. She incorporates music in the background, which helps to create a peaceful environment. Little instructional time is lost because of the classroom routines and procedures for transitions that she has implemented. Additionally, ____ she has orchestrated responsible and responsive student behaviors. Her monitoring of student behavior is subtle and preventive and her response to student misbehavior is sensitive to individual student needs.

Through student-centered instructional strategies, ____ has created a community of learners. Lessons are delivered with enthusiasm in a calm, nurturing manner. She engages students in learning by connecting her lessons to her students' interests and experiences. Additionally, she poses questions designed to promote student thinking and understanding. She allows sufficient time for her students to answer. The majority of her students actively participate in discussions. Throughout her lessons she continuously checks for understanding and provides quality feedback. When she sees that her students do not understand the lesson, she makes adjustments as necessary.

____ is a true professional who takes her responsibilities seriously. She is a reflective teacher who continuously modifies her lessons based on her regular reflection about what is working and what needs to change. She plans her professional development goals based on these reflections. She maintains accurate, efficient records of her students' development, which she communicates sensitively and regularly to her students' families.

____ participates actively in her school community. She and her colleagues mutually respect and support each other. She is a member of an Action Research group at the school and has begun to make changes in her practice based on the findings that she has made through this research. She has taken an active role in a Peer Mediation group at her school, which has led to productive relationships with her students and colleagues.

It has been a pleasure working with ____ throughout this school year.

B. Describe the procedures you employed to assist this intern. Include specific references to time and frequency of observations and conferences. Note other assistance and interaction as reflected in your records.

I was assigned to mentor _____ in August, 2011. Because we are in the same school, we meet daily to conference. I have visited her room 29 times for at least 30 minutes/visit. Additionally, I make frequent “quick” visits to see how she is doing. On several occasions I assisted her during her teaching. The following is a list of topics of our conferences and my visits:

- Reviewed/Explained Common Core Standards and assessments
- Reviewed her professional goals
- Helped to plan differentiated lessons aligned with standards (explained how to use Springboard)
- Helped to plan long range unit plans based on Springboard
- Reviewed student work and assisted with designing lessons based on the student work
- Suggested routines and procedures that support student learning
- Suggested ways to manage responsive student behavior through the use of student conferences, utilizing a behavior mod system, conferencing with student families
- Modeled a lesson on writing an Introduction
- Co-taught a lesson about personification in poetry
- Suggested various instructional strategies to engage students in learning (eg. *Think-Pair-Share*, *Say Something*, *5-3-1*, *Here's What*, *So What*, *Now What*)
- Suggested ways to engage students by connecting instruction to their interest (eg. helped develop writing lesson about imagery found in songs)
- Helped to analyze student work (discussed the use of rubrics)
- Suggested assessments aligned to instruction (eg. Poetry portfolio)
- Explained how to use computer program to track student records
- Suggested ways to involve families to support student learning (eg. interviews of families for human interest articles for newspaper unit)
- Encouraged participation in my Action Research group at school
- Regularly asked questions that encouraged reflection about teaching practice (eg. *How might you use a rubric at the beginning of the Poetry Unit?*)
-

Mentor's Signature: _____ **Date:** _____

Intern's Signature: _____ **Date:** _____

Reviewed by CIT Panel: _____ **Date:** _____
(Signature)

Intern may attach a response or comment; please initial if comment is attached. This form should be presented in person to the CIT Panel during the Final Review Process unless otherwise directed



- C. What are some ways you helped your intern develop in the following four domains: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities?
- D. Describe your activities as a Lead Teacher/Mentor that have led to improved student outcomes.
- E. How might the CIT Mentor-Intern Program help you to achieve your professional goals as a mentor?

This Self-Evaluation is not part of the formal assessment process. Please send completed form to CIT by May 31. This form will be included in your CIT file.

LT/Mentor's Signature: _____ *Date:* _____



Mentor Skills Self-Evaluation Rubric

All of the skills included on this scale are part of the CIT Mentor Toolkit of peer coaching skills and are based on the Learning-Focused Conversation skills developed by Laura Lipton and Bruce Wellman.

Name _____ Date _____

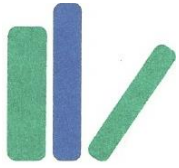
ATTENDS FULLY	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
Uses effective physical alignment (sits next to intern)			
Uses nonjudgmental body language (eye contact, nodding of head, smiling, etc.)			
Listens without interruption			
Listens non-judgmentally, without personal referencing, personal curiosity, personal certainty			
Listens for assumptions, inferences, perceptions, perspectives			
INVITES THINKING	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
Uses Invitational stems that include:			
An approachable voice(intonation)			
Plural Forms (What are some ways....)			
Exploratory Language (How might....)			
SUSTAINS THINKING Through pausing and paraphrasing	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
Pauses <ul style="list-style-type: none"> ▪ After asking a question ▪ After hearing a response ▪ Before making a response or asking a question 			
Paraphrases <ul style="list-style-type: none"> ▪ To acknowledge and clarify emotion ▪ To acknowledge and clarify content ▪ To summarize/organize content ▪ To shift level of abstraction 			
	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
USES A THIRD POINT			

MENTOR SKILLS RUBRIC (continued)			
SUSTAINS THINKING THROUGH QUESTIONING	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
Uses Inquiry Questions to Open Thinking Avoids yes/no format <i>Eg. Avoid "Do you think cooperative learning is a good strategy?"</i>			
Uses Inquiry Questions to Open Thinking Asks questions that produce new insights <i>Eg. How might this strategy keep your students more engaged?</i>			
Uses Inquiry Questions to Open Thinking Uses language to focus on specific cognitive process <i>Eg. How might you compare today's mini-lesson to yesterday's mini-lesson?</i>			
Uses Probing Questions to Focus Thinking Asks questions to clarify explanations and ideas <i>Eg. In what ways was it better?</i>			
Uses Probing Questions to Focus Thinking Surfaces specific examples <i>Eg. What are some examples of student learning that took place?</i>			
Uses Probing Questions to Focus Thinking Asks questions to examine implications, consequences, inferences, or assumptions <i>Eg. How might this strategy impact the way you plan your future lessons?</i>			
EXTENDS THINKING	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
Provides information			
Provides Resources			
Frames Expectations			
SHIFTS ON THE CONTINUUM	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
Coaching ----Collaborating--- Consulting			

Set Mentor Goals

Use this rubric to identify goals and continuously monitor your progress with your application of the Lipton Series Learning-Focused Conversation skills. For the skills rated Consciously Unskilled, use the text **Mentoring Matters** to refresh yourself about the skill. Consider taping yourself conducting a learning-focused conversation, then rate yourself after watching the recording. When conducting a Mentor Peer Observation, use the rubric as a guide when providing peer feedback.

NOTES



2014-2015 CIT LEAD TEACHER/MENTOR CALENDAR

Please note the locations and dates of the forums.

Dates listed in RED are required for **ALL ACTIVATED MENTORS**.

(Non-activated mentors are encouraged to attend all forums in order to be prepared when they are activated.)

Dates listed in BLUE are required for **NEW mentors**.

July 21-24, 2014	12:00-5:00 p.m. NYSUT Building, 1 st floor Sampson Room, 30 N. Union St NEW MENTOR TRAINING
September 15, 2014	4:00-7:00 p.m. Temple B'rith Kodesh, 2131 Elmwood Avenue ALL MENTOR FORUM 1: Setting Goals, Student Engagement INTERN and MENTOR DATA FORMS DUE
October 20, 2014	4:00-6:00 p.m. RTA Conference Room A, 3 rd floor, 30 N. Union St. LEARNING-FOCUSED CONVERSATIONS TRAINING #1 Bring your copy of <i>MENTORING MATTERS</i> by Laura Lipton & Bruce Wellman
November 17, 2014	4:00-7:00 p.m. Temple B'rith Kodesh, 2131 Elmwood Avenue ALL MENTOR FORUM 2: Topic TBA, Meet your Panel Contact FALL STATUS REPORT DUE STATEMENT OF CONCERN DUE any time from now through the end of January (Using the rubric, if your intern is assessed as Ineffective in any of the elements, you should write a statement of concern with concrete suggestions.) Schedule PEER OBSERVATION and CIT PANEL OBSERVATION any time from now through the end of March.
December 1, 2014	4:00-6:00 p.m. RTA Conference Room A, 3 rd floor, 30 N. Union St. LEARNING-FOCUSED CONVERSATIONS TRAINING #2
January 26, 2015	4:00-7:00 p.m. Temple B'rith Kodesh, 2131 Elmwood Avenue MENTOR FORUM 3: Topic TBA MID-YEAR INEFFECTIVE REPORT DUE for any Intern with more than one domain rated "Ineffective"
February 9, 2015	4:00-6:00 p.m. RTA Conference Room A, 3 rd floor, 30 N. Union St. LEARNING-FOCUSED CONVERSATIONS TRAINING #3
February 12, 2015	INTERN OF THE YEAR NOMINATIONS DUE
March 2, 2015	4:00-7:00 p.m. Temple B'rith Kodesh, 2131 Elmwood Avenue MENTOR FORUM 4: Topic TBA SPRING STATUS REPORT DUE
March 9, 2015	4:00-6:00 p.m. RTA Conference Room A, 3 rd floor, 30 N. Union St. LEARNING-FOCUSED CONVERSATIONS TRAINING #4
March 30, 2015	Peer Observations and CIT Panel Observations should be completed.
April 17, 2015	If you are not recommending your intern for continuation, you must send a copy of your final report directly to CIT by April 17th.
May 4, 2015	4:00-7:00 p.m. Temple B'rith Kodesh, 2131 Elmwood Avenue MENTOR FORUM 5: Reflecting and Celebrating – Interns of the Year Complete FINAL REPORTS ON INTERNS in preparation for MENTOR REVIEW OF RECORDS meeting with CIT Panel Contact
May 29, 2015	MENTOR REVIEW OF RECORDS meeting with CIT Panel Contact should be completed. MENTOR SELF-EVALUATION DUE

MORE INFORMATION AT www.rcsdk12.org/CIT
Questions? Call or email [Stefan Cohen](mailto:Stefan.Cohen@rcsdk12.org), 585-262-8541