Career in Teaching

Guidebook for CIT Interns and Teachers Requesting Professional Support from a CIT Lead Teacher-Mentor

"It is not from ourselves that we learn to be better than we are." –Wendell Berry

"Together may we give our children roots to grow and wings to fly." – Anonymous

**** updated July 2022***

Lesli C. Myers-Small, Ed . D.
Superintendent of Schools
Rochester City School District
131 West Broad Street
Rochester, New York 14614
www.rcsdk12.org

Welcome to the Rochester City School District!

Thank you for joining our RCSD family, and for joining our effort to engage, educate, lift up, and celebrate our 25,000 wonderful Rochester students. Your work will be critical to the success of our scholars by providing them with high-quality learning experiences, ensuring an inclusive, caring and safe learning environment, and building a stronger Rochester community. I began my career as an educator here in Rochester, and I know that when we work together in the true spirit of professional collaboration, anything is possible.

We are proud to support you with the Career in Teaching (CIT) mentor-intern program. RCSD's thirty-year partnership with the Rochester Teachers Association pairs you with a CIT Lead Teacher-Mentor who provides customized, intensive support, helps you acclimate to our District, and facilitates your professional growth. Established in 1986, CIT has earned national recognition and served thousands of teachers, resulting in significantly higher retention of new teachers. This positive example of successful District-union partnership will provide you with guidance, encouragement, and inspiration as you begin your work in this challenging and rewarding career. I speak from experience as I participated in the program my first year in the District!

Thank you for your dedication to our students, and best wishes for an incredible school year.

Respectfully yours,

Lesli C. Myers-Small

Dr. Lesli Myers-Small
Superintendent of Schools

rta rochester teachers association

Representing teachers • school instructors • substitute teachers • home/hospital teachers • preschool teachers • retired teachers

July 2022

Dear Colleagues:

More than twenty years ago we proposed to the district the establishing of a Peer Assistance and Review (PAR) program as a cooperative effort to involve teachers in monitoring the quality within their own ranks. Half a year later, we negotiated an Internship Program for new teachers and an Intervention plan for tenured colleagues experiencing severe difficulties with their teaching performance. In 1988, the PAR program was incorporated into the Career in Teaching (CIT) Agreement. Both the Internship and Intervention plans were modeled after similar programs pioneered by teachers and their union in Toledo.

The Internship program in Rochester has been, and continues to be very successful. Over the years more than 3000 new teachers have benefited from assistance provided by accomplished veteran colleagues. While approximately 8 percent of intern teachers were not recommended to continue in our district, 92 percent became better equipped to meet the high standards that we are setting here for our profession. Significantly, when asked in a year-end survey where they see themselves ten years from now, 84 percent say, "as Lead Teachers!"

Nearly 80 percent of all beginning teachers in this nation leave teaching before their tenth year of teaching. That makes our occupation a revolving door "procession" more than a real profession. The Internship program helps us to beat those odds. New teachers need not learn their job by trial and error here: they are ushered in and learn their habits from their best colleagues. It is little wonder that the Internship program is one of our most successful reforms.

The Rochester Teachers Association remains a strong proponent of the Internship program and peer review because we are striving to build a more genuine profession for ourselves and for future teachers. But there can be no genuine profession without professional autonomy. Such important decisions as who should enter and remain in our profession need not be regulated to non-practitioners or former practitioners only. Nobody knows the difference between good teaching and bad teaching better than the best teachers themselves. We care deeply because this is our profession and these are our colleagues.

Through such efforts as peer review and the Internship program, we in Rochester are seeking to put teachers at the center of their own work. The beneficiaries will be our present and future colleagues, and especially our students.

Sincerely,

Adam Urbanski

Adam Urbanski, President

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www.rochesterteachers.com

Local 616 - Affiliated with the New York State United Teachers, the American Federation of Teachers, and the National Education Association

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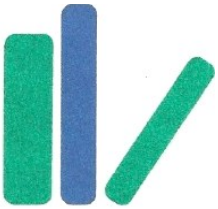

Career in Teaching
Stefan Cohen, Director
www.rcsdk12.org/CIT
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Career in Teaching
Guidebook for Interns and Teachers Requesting Professional Support

What is the purpose of this guidebook?

The purpose of this guidebook is to familiarize teachers with the support offered by the district's Career in Teaching (CIT) program. CIT uses Peer Assistance and Review (PAR) to provide mentoring services to Interns (teachers new to the Rochester City School District), Residents (teachers who have completed their internship), and Professionals (tenured teachers).

What is the Career in Teaching Program?

The Career in Teaching Program is a collaborative effort between the Rochester City School District (RCSD) and the Rochester Teachers Association (RTA) to revitalize instruction by creating a true profession for teachers. This award-winning program was negotiated in the spring of 1988 and has been a model for districts across the country as well as internationally.

The intent of the Career in Teaching Program is to help improve public education in Rochester by providing an opportunity for exemplary teachers to inspire excellence in the profession, share their knowledge and expertise with others, and actively participate in instructional decision-making without leaving the classroom.

The program also establishes a method for developing and maintaining the highest caliber teaching staff in Rochester City Schools. The current CIT program incorporates provisions from the district's previously negotiated Peer Assistance and Review (PAR) Program, which ran from 1986 to 1988. The PAR Program was a pilot project designed to provide internships for new teachers and intervention for tenured teachers in need of assistance. In addition to assisting Interns, mentors were also charged with the responsibility of recommending for or against an Intern's continued employment with the district (advancing to the level of Resident teacher),

Development of the PAR Program agreement began in the summer of 1985. The proposed program required changes in working conditions necessitating bi-lateral negotiations between the RCSD and RTA. The provisions of the PAR Program agreement were finalized in March of 1986. In May, the Board of Education adopted, and the RTA Representative Assembly ratified the agreement for the 1986-87 school year. The success experienced by the PAR Program led the RCSD and RTA to develop and expand the peer assistance and review concept. The result was the Career in Teaching Program.

Concurrent with the development of Rochester's PAR Program, the New York State Legislature amended a section of State Education law to provide for a New York State Mentor Teacher-Internship Program (MTIP). After the NYS MTIP was developed, the State Department of Education mandated one-year internships as part of the professional certification process. By funding and observing local pilot projects, the State hoped to identify problems, issues and successful aspects of a variety of internship models.

The 1988-89 school year was the first year of operation for the current CIT Program. In addition to the mentor services provided to Interns, CIT now also serves non-tenured Resident teachers and tenured teachers who seek Professional Support, tenured teachers who are recommended for Intervention, and teachers requesting Independent Evaluation as part of their evaluation.

Who qualifies to be an Intern in the Career in Teaching Program?

According to the New York State Commissioner's Regulations (Section 100.2), New York State mandates that all teachers with Initial Certification, hired as a .22(FTE) or more, must have a mentor during their first year of teaching. This includes probationary and contract substitute teachers. Additionally, newly employed teachers with previous experience in other districts are also eligible to receive mentoring. A teacher can be designated as an Intern regardless of experience in the teaching profession or salary level.

Who governs the Career in Teaching Program?

The CIT Program is governed by a 12-member joint governing panel – the CIT Panel – composed of 6 members appointed by the Superintendent and 6 members appointed by the RTA President. The CIT Panel implements policy, delineates roles, responsibilities and success measures for each career development stage, and monitors and documents the effectiveness of the CIT Program. The Panel also recommends methods of addressing systemic issues affecting the Career in Teaching Program.

What is a Lead Teacher?

The CIT Program oversees a Teacher Career Ladder with four development stages: **Intern, Resident, Professional** and **Lead Teacher**. Assignment to the first three career levels is based on teacher certification, tenure and experience in teaching. All RCSD full time teachers participate in the Career in Teaching Program. For example, newly hired RCSD teachers are considered **Interns** for their first year in the district. After successful completion of the internship year (as determined by the CIT Panel based on recommendations of an intern's administrator and mentor), they become **Residents** until they have received both Professional New York State certification and tenure in the district. Professionally certificated, tenured district teachers are **Professional Teachers**. Professional status is a prerequisite for applying for **Lead Teacher** positions.

Lead teachers are chosen through an open, competitive process to assume additional responsibilities in the district. ***Lead Teacher assigned as Mentor*** was the first lead teacher position in the district. There are now many different lead teacher roles, all staffed by excellent practitioners.

What are the types of Lead Teacher-Mentors and what are their roles?

The RCSD has three different types of mentors: a) Lead Teacher assigned as Mentor, b) School-based Mentor, and c) Special Area Mentor. The ***Lead Teacher assigned as Mentor*** is released from some regular classroom responsibilities. Each mentor has a caseload of four-five interns or more depending on the amount of release time.

To extend the capacity of the mentor program, especially after the school year begins and in certification areas with too few interns to activate a mentor with release time, the CIT Panel established two additional mentor positions: the **Lead Teacher assigned as *School-based Mentor*** and the **Lead Teacher Assigned as *Special Area Mentor.***

School-based Mentors provide assistance and support to one or two intern teachers in their own school. Interns may include inexperienced teachers, as well as teachers new to urban teaching and teachers who have changed certification areas or levels. Unlike the traditional model, these mentors do not receive release time from their regular teaching assignment. Instead, the mentor receives per diem release time to provide for conferences, guided observations, professional development opportunities, etc. Both types of mentors are expected to complete all necessary assessment materials of interns.

Special Area Mentors provide assistance and support to one intern-teacher in their certification area but not necessarily in the same building. In special areas, the intern-teacher may be itinerant or the only teacher in their tenure area located in the building, e.g., counselors, Social workers, psychologists, or library media specialists. Interns may include inexperienced teachers as well teachers new to urban teaching and teachers who have changed certification areas or levels.

Who determines whether a teacher is designated as an Intern and whether a teacher receives the assistance of a Mentor?

The CIT Panel or its designee determines the career development level for each full-time RTA-unit teacher who receives a probationary or substitute contract. The Panel has designated the responsibility of recommending the career level status of newly hired teachers to the Department of Human Capital Initiatives (HCI). When completing the ***Recommendation for Employment***, an HCI Director is responsible for recommending the new teacher's appropriate career level status. This information is submitted to the CIT Program Director so that mentor assignments can be made. Any questions by teachers or administrators concerning eligibility for mentor services should be referred to the Mentor Program Director.

What is the intent of an Internship?

Establishing a corps of the highest caliber teachers is a shared goal of the RCSD and RTA. Incorporating internship as a career development level in the Career in Teaching Program reflects the District's and Union's belief that teachers in their first year with the district should be given the best possible opportunities for professional development and success. Internships are designed to:

a) *Inspire individual and professional excellence,*
b) *Induct newly hired teachers into the district, the profession and the community,*
c) *Communicate to interns the district's mission and values,*
d) *Assist interns in developing in the following Annual Professional Performance Review (APPR) areas: Planning and Preparation, Classroom Environment; Instruction, and Professional Responsibilities,*
e) *Help interns to develop the skills necessary to work effectively in an urban environment, and*
f) *Encourage interns to develop collegial relationships*.

How long is an Internship?

Internships last for one full year. An internship may span across multiple school years for new teachers employed after the school year starts. In special cases, the CIT Panel may extend the internship into a second full year. When this is done, the intern teacher may also agree to a one-year extension of his/her probationary period.

How are Interns paired with Mentors?

Interns are paired with mentors based on common certification areas. In some instances, when a mentor is not available in an intern's area of certification, the Intern will be assigned a mentor, who while certified in another area, is knowledgeable about classroom management and instruction, and will introduce the Intern to professionals in his/her certification area.

How often does an Intern see his/her Mentor?

Mentors are responsible for scheduling regular visits with Interns. Most mentors are *School-based or Special Area Mentors* and do not have release time from their regular teaching schedules. Therefore, Mentors and Interns are encouraged to meet during lunch hours, planning time, before or after the school day, etc. In addition, per diem release time is available to both Mentors and Interns for classroom observations, conferencing, and professional development

activities. *School-based Mentors* usually work with one or two Interns. A small number of mentors are released from part of their teaching schedule and are assigned a larger number of Interns at multiple work locations. Mentors visit with Interns depending on their schedules and the Intern's needs.

How does a Mentor know an Intern's needs?

At the start of the internship, a Mentor and Intern together complete the Intern Self-Assessment (see Appendix). This provides background information regarding areas of strength and areas that an Intern would like to develop within the four APPR Framework for Teaching Domains (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities). Periodically, Mentors and Interns will use this form to assess the Intern's growth. Throughout the year, Mentors will conduct frequent observations. The Mentor will provide oral and written feedback, and with the Intern will use a form called the Mentor-Intern Collaborative Feedback form (See Appendix).

What support and assistance can an Intern expect from a Mentor?

The Mentor's role is to provide guidance in all of the four APPR Domains, help secure resources, connect the Intern with other colleagues and district services, and ease the Intern's transition into the RCSD. The mentor's role is one of advocate, peer coach and peer reviewer. The mentor should enrich the experience of an Intern, and build the Intern's capacity to be a reflective practitioner.

What are the responsibilities of an Intern?

An Intern's first and greatest responsibility is to his/her students, assuring that they receive the best possible effort as their teacher. Interns report to, and are supervised and evaluated by their immediate supervisor. *It is not the intent of the mentor program to compromise or supplant the role and responsibilities of the intern's supervisor.* Rather, the intent of the program is to supplement and complement the role of the supervisor through peer assistance and review.

Interns are expected to attend a New Teacher Orientation. Additionally, workshops and other professional development opportunities for interns are offered by the RCSD Office of Professional Learning, the Rochester Teachers Association, the Rochester Teacher Center, and many other community organizations. **While a mentor may recommend various workshops to interns, it is the intern's responsibility to make any necessary arrangements to attend.** Mentors will advise Interns about whom to contact and how to make any necessary arrangements. Mentors are encouraged to attend professional learning alongside their Interns.

The CIT Panel acknowledges the diverse backgrounds, experiences, needs and preferences of learning styles inherent in the teaching staff. Interns, with assistance from their mentors and supervisors, will develop personalized goals for professional development. Interns will document their professional growth.

An intern shares the responsibility for scheduling time with his or her mentor, and for scheduling time for other professional development. Interns will also complete program assessment and evaluation materials as required, including the ***Intern Report on Mentor*** (see Appendix), as required.

What are the professional expectations for Interns?

Fundamental to the Career in Teaching Plan and other reform initiatives is the concept of extended expectations for all professional staff. In 1988, a group of teachers and administrators developed a set of *Professional Expectations for Teachers.* More recently, the CIT Panel approved

the use of the *Framework for Teaching* rubric (Charlotte Danielson, 2011) to help define the district's vision of high-quality teaching and learning. The rubric's four domains (*Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities*) serve as points of departure for discussions between a mentor and intern. An Intern's performance in the Mentor Teaching-Intern Program will be assessed based on how well the Intern meets these professional expectations. The CIT publication, *Teacher Evaluation Guide: Annual Professional Performance Review-A Framework for Professional Practice*, provides detailed information on the teaching domain elements and the evaluation process. The evaluation process will also be discussed with teachers by their administrator.

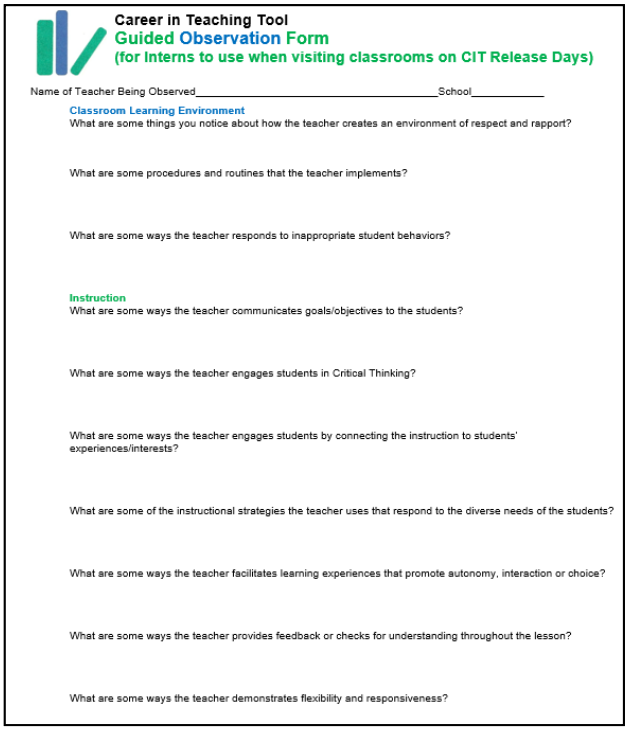
How does an Intern use per diem release CIT Sub Days?

All Interns may receive a limited amount of per diem release time to be determined jointly by the mentor and intern. The release time is to be used primarily for the Intern's observation of the mentor and/or other skilled teachers. These observations should be planned purposefully with specific objectives, and should be followed by reflection with the mentor. Interns and mentors may make use of the Guided Observation Tool (pictured below). Find a blank copy at www.rcsdk12.org/CIT/Resources. With special permission, release time may be used for the following:

- Team teaching with a mentor or working with another lead teacher in your classroom
- Planning conferences for unit and lesson design
- Conferencing about strategies to create an environment of respect and rapport
- Collaborating about instructional strategies that engage students
- Reviewing and analyzing student work and other assessment data
- Reflecting/Goal Setting conferences

In order for an Intern to use a CIT Sub Day, a Mentor must first seek get approval from the CIT Office. Then, the Intern must seek approval from his/her administrator.

This form is available at the CIT Website in modified versions for Counselors, Librarians, Psychologists, Social Workers, and Speech Language Therapists.



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?

How is an Intern's performance evaluated?

An Intern's supervisor will evaluate the Intern according to the district's policy for observation and evaluation of new teachers as described in the CIT-published policy manual, *Teacher Evaluation Guide: Annual Professional Performance Review-A Framework for Professional Practice.* The manual outlines administrative procedures for observation and evaluation of teacher performance. Interns who have not received the manual should contact their supervisor for a copy.

All new teachers, **<u>including contract substitutes,</u> will be evaluated by their supervisors**. This includes a recommendation for continuation or termination. This process is completed electronically on e-Performance (found in the Oracle-Peoplesoft application). In an Intern's first year in the Career in Teaching Program, the mentor's assessment of the Intern's performance, like the supervisor's evaluation of the Intern, is very important. As part of the negotiated agreement between the RTA and the RCSD, mentors advise, support, counsel, and provide resources to their assigned interns. The minimum number of required ***Intern Status Reports*** (see Appendix), filed by mentors with the CIT Panel, which indicate an intern's progress in meeting the expectations of the internship is two (November, March). Additional Status Reports may be requested at any time by the CIT Panel. In May, the mentor presents the ***Intern Final Report*** (see Appendix) to the CIT Panel. This final report includes a recommendation about the intern's suitability to continue in the district. All mentor-filed reports are submitted directly to the CIT Panel and remain part of an Intern's confidential CIT file. The CIT Panel reviews both the mentor's final report and the administrator's final evaluation.

For interns who are experiencing difficulty in fulfilling one or more of the professional expectations, mentors are required to issue a Statement of Concern. This additional report is appropriate at any time after four weeks of internship and should be followed up by a ***Status Report*** and oral reports to the Mentor Program Director. The ***Statement of Concern*** serves as a written statement of serious difficulties in intern professional performance. Continuance of ineffective performance will result in a recommendation an intern not be employed by the district in the future. In addition, a ***Mid-Year Unsatisfactory Report*** can be filed by the end of January if such serious difficulties continue to be recognized by that time.

What happens at the end of an internship?

Internship is a "gatekeeping" mechanism for the profession and for the district. Mentors have the dual responsibility for the following:

- Assisting interns to develop their skills to the greatest extent possible;
- Assessing an intern's growth and providing input regarding whether an intern should continue to be employed by the district.

Toward the end of the internship, the CIT Panel is responsible for making recommendations regarding an intern's future with the district. The Panel considers both the mentor's assessment and the supervisor's evaluation when making the CIT recommendation for continuation or termination of an intern's employment to the superintendent of Schools and the RTA president.

What does the successful completion of an internship mean?

The successful completion of an internship in the district is viewed as a substantial achievement. After reviewing the administrator's evaluation and the mentor's final report, if the CIT Panel recommends that an Intern continues employment with the district, and if the recommendation is approved by the Superintendent and the RTA President, then the teacher has successfully completed the internship career level.

Probationary teachers who successfully complete their internship will advance to the career development status of Resident for the next school year. While the district will make every effort to continue the employment of successful interns who are contract substitutes, the successful completion of an internship is not an offer for continued employment. Employment is also dependent on RCSD staffing needs.

Does an Intern provide input about his/her Mentor?

In keeping with the concept of peer review, Interns are required to complete the ***Intern Report on Mentor*** (see Appendix). Interns are asked to complete these reports in November and March. In addition, all interns are required to participate in the CIT Program Evaluation. This includes completing on online survey of their program experiences at the end of the year.

Since the CIT Program has generated considerable interest, many national researchers have requested access to interns and to mentors. The Panel recognizes that repeated requests for an Intern's participation in these activities represent demands on their time. An Intern's participation in any of these activities is entirely voluntary. Interns should check with their mentor before agreeing to participate.

What if an Intern is troubled by something about the CIT Program or by a mentor?

An internship is designed to be a positive, productive experience. If it is not, an Intern should let the Panel know by contacting the CIT Program Director so that steps can be taken to address the concerns.

What kind of professional support is available to a Resident teacher?

Non-tenured teachers are allowed to receive professional support from a mentor any time during their second and/or third year of teaching. Based on the needs determined by the Resident teacher or collaboratively by the mentor and Resident teacher, a mentor will visit the Resident's classroom and provide peer feedback. In order for a mentor to be assigned to a Resident teacher, the Resident teacher should contact the CIT Director to request professional support. There are many reasons that a Resident might make this request, such as:

- recommendation by the Mentor on the Intern Final Report
- new teaching assignment
- transfer to a new school, or
- suggestion by the Resident's administrator.

When a mentor is assigned to provide professional support to a Resident teacher, the mentor will not write any evaluative reports; however, the mentor will continue to provide confidential peer feedback regarding Planning and Preparation, Classroom Environment, Instruction, or Professional Responsibilities. The mentor will visit the teacher regularly.

What kind of professional support is available to a Professional (tenured) teacher?

Contractually, tenured teachers are allowed to receive professional support from a mentor for up to two full semesters. Professional support may be recommended by a colleague, a building representative or a building administrator but access to professional support is by self-referral only. Participation is voluntary. Support includes guidance from a mentor regarding the following four domains: Planning and Preparation, Classroom Environment, Instruction, or Professional Responsibilities. Additional mentor support may include, but is not limited to, observations of the mentor's classes, demonstration lessons, suggestions of materials, and participation in workshops. In order for a mentor to be assigned to a tenured teacher, the teacher should contact the CIT Director to request professional support. There are many reasons that a tenured teacher might

make this request, including the suggestion of an administrator based on an observation or evaluation, a new teaching assignment, or a transfer into a new school.

When a mentor is assigned to provide professional support to a tenured teacher, the mentor will not write any evaluative reports; however, the mentor will provide confidential peer feedback. Once an assignment is made, it is up to the tenured teacher to decide how frequently or infrequently to utilize the mentor support.

Is professional support of a tenured teacher the same thing as Intervention?

No. Intervention is designed to offer all available resources to help improve the performance of experienced, tenured teachers who are having serious difficulties in the performance of their professional duties. A teacher is recommended in writing for Intervention by an administrator. This recommendation is appropriate when a teacher's performance is ineffective. It is expected that such a recommendation is initiated after reasonable efforts have been made to assist the teacher.

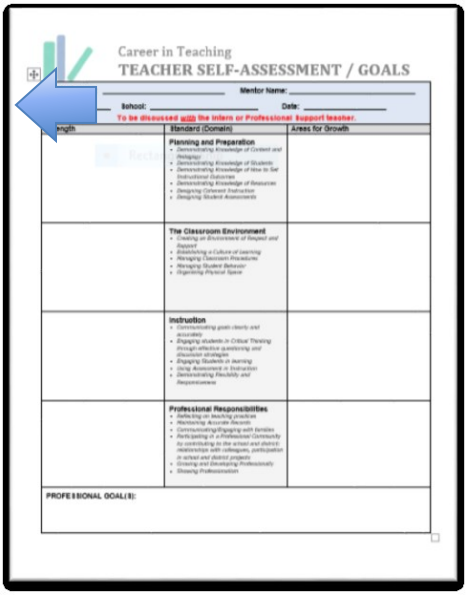
Where do I turn if I have questions about CIT Mentor support?

Teachers should visit the CIT website: www.rcsdk12.org/CIT. For questions not addressed there, please contact the CIT Program Director at 585-262-8541.

CIT MENTOR FORMS

Find digital versions of all forms on the following pages at
on the "CIT Lead Teacher-Mentor Resources" page:
www.rcsdk12.org/CIT/Resources

Tools for Mentor Support & Feedback

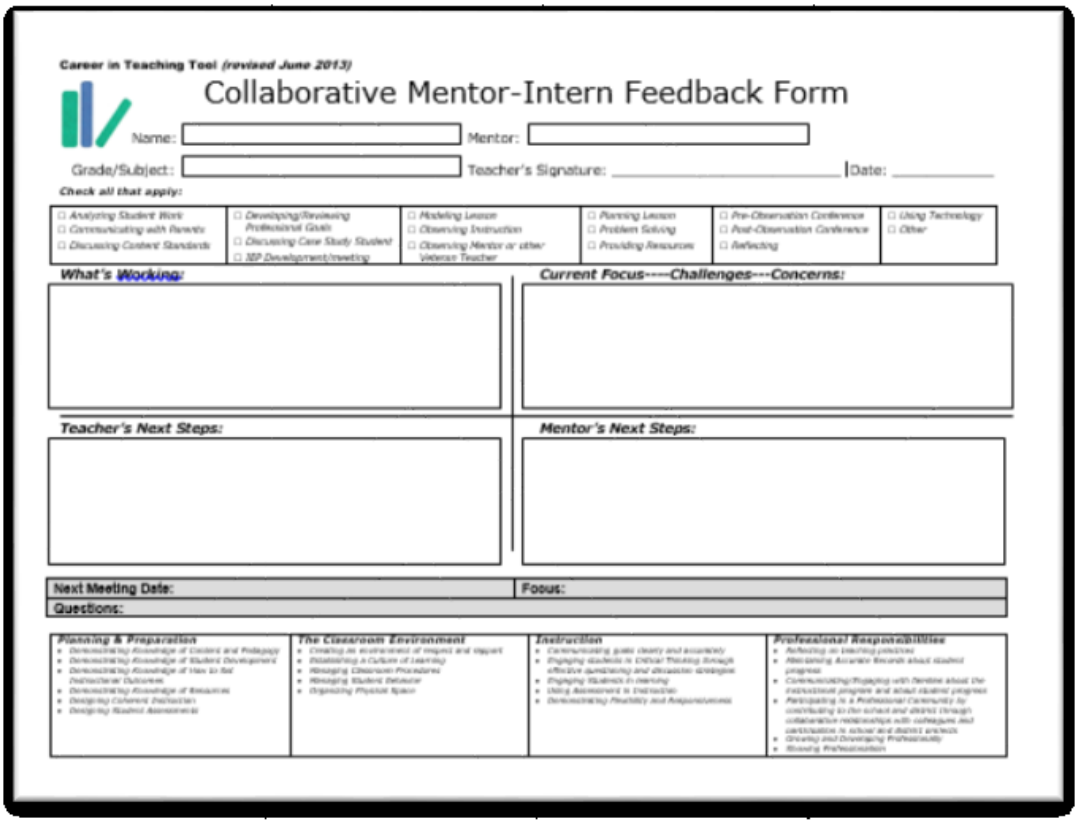

Career in Teaching
TEACHER SELF-ASSESSMENT / GOALS

Intern Self-Assessment & Goals Tool

Use this form with your Mentor to help assess strengths and needs. Revisit it throughout the school year to track growth and set new goals.

Collaborative Mentor-Intern Feedback Form

These carbonless two-part forms can be used to guide discussion and encourage habits of professional reflection. Your mentor will use it to celebrate successes, bring focus to your ongoing work, and set continuous goals for improvement.


Career in Teaching Tool *(revised June 2013)*

Collaborative Mentor-Intern Feedback Form

Name: Mentor:

Grade/Subject: Teacher's Signature: Date:

Check all that apply:

What's Working: Current Focus----Challenges---Concerns:

Teacher's Next Steps: Mentor's Next Steps:

Next Meeting Date: Focus:

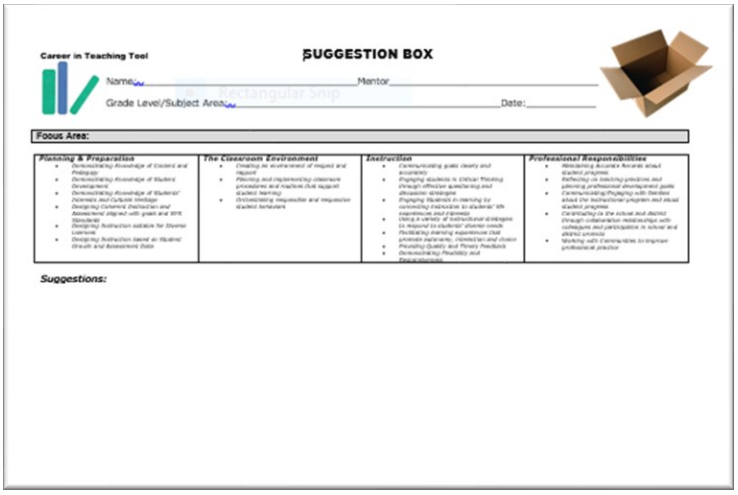
Questions:

Planning & Preparation | The Classroom Environment | Instruction | Professional Responsibilities

Tools for Mentor Support & Feedback (continued)

CIT Suggestion Box

Use this tool for brainstorming ideas with your Mentor.



Career in Teaching Tool

SUGGESTION BOX

Name:_____ Mentor:_____

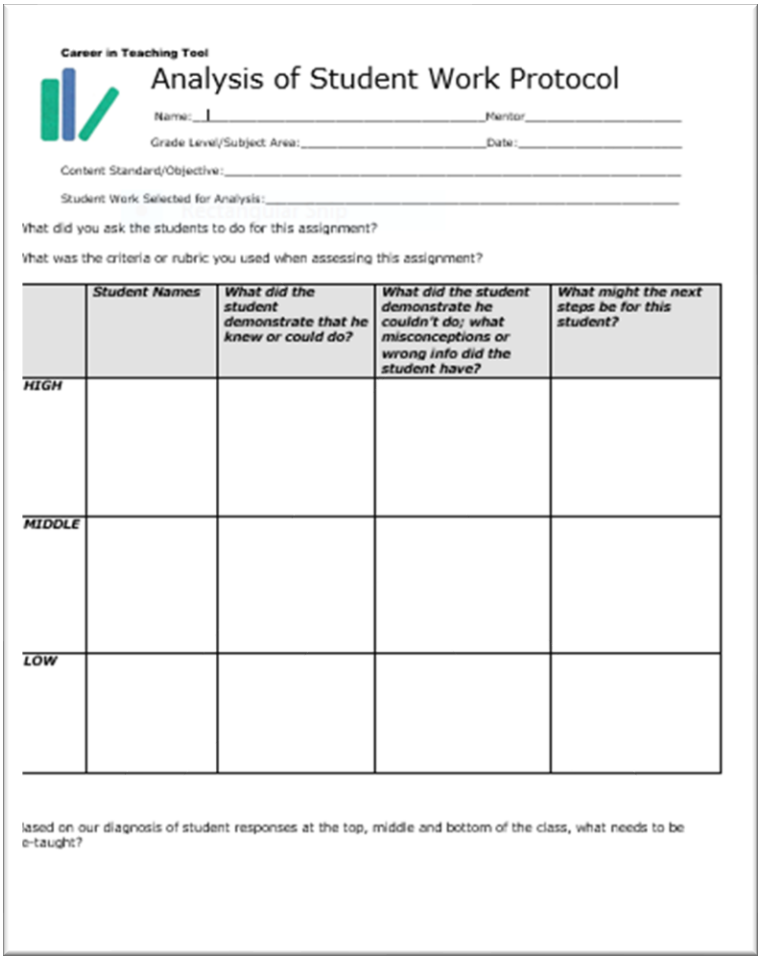
Grade Level/Subject Area:_____ Date:_____

Focus Area:

Planning & Preparation	The Classroom Environment	Instruction	Professional Responsibilities
• 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 Needs and Assessment Data	• Creating an environment of respect and rapport • Planning and implementing classroom procedures and routines that support student learning • Understanding responsible and respectful student behaviors	• 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	• 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 collaboration relationships with colleagues and participation in school and district projects • Working with Communities to improve professional practice

Suggestions:

Find digital versions of forms on the "CIT Mentor Resources" page: www.rcsdk12.org/CIT/Resources



Career in Teaching Tool

Analysis of Student Work Protocol

Name:_____ Mentor_____

Grade Level/Subject Area:_____ Date:_____

Content Standard/Objective:_____

Student Work Selected for Analysis:_____

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

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

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

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

CIT Analysis of Student Work Protocol

Reviewing student work with your Mentor is a powerful way to help understand what your students know in order to determine where to go next with instruction. Select samples of student work, and use this tool to identify characteristics of proficiency, diagnose student strengths and needs, and identify next steps for providing feedback and planning lesson activities.

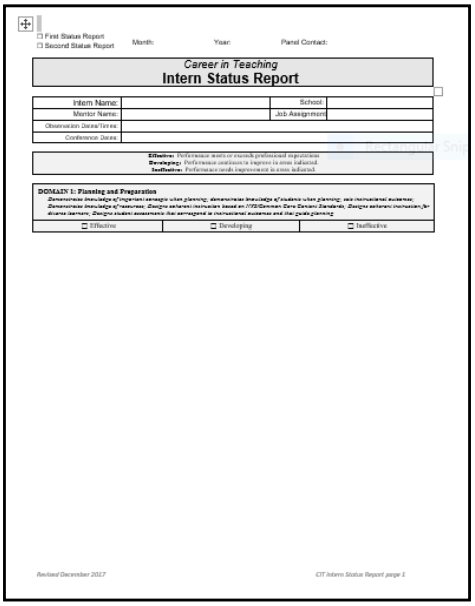
These forms are available at the CIT Website in modified versions for Counselors, Librarians, Psychologists, and Social Workers.

CIT Intern Reports

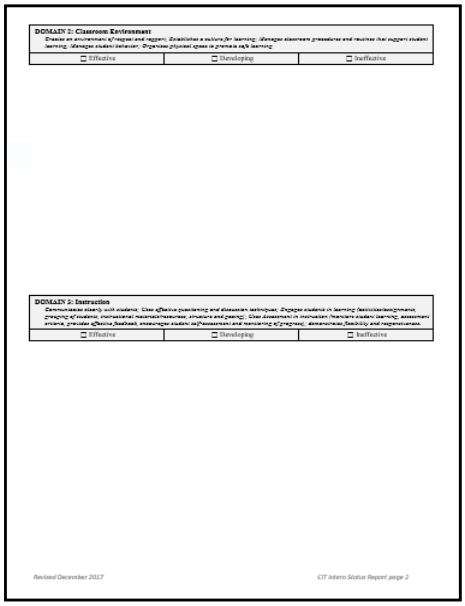
Find digital versions of forms on the "CIT Mentor Resources" page: www.rcsdk12.org/CIT/Resources

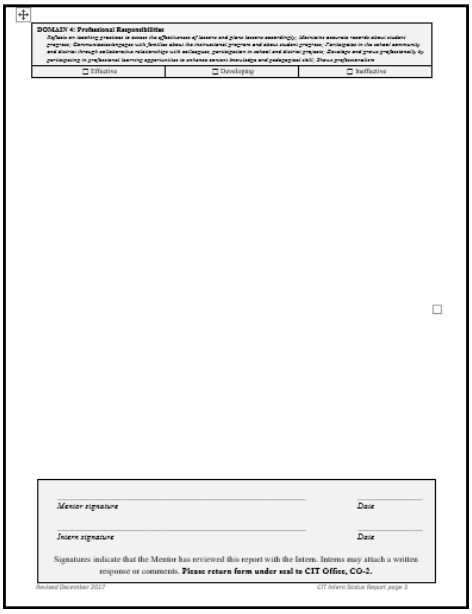
Intern Status Report (completed by Mentor)

First Status Report due in November. Second Status Report due in March.



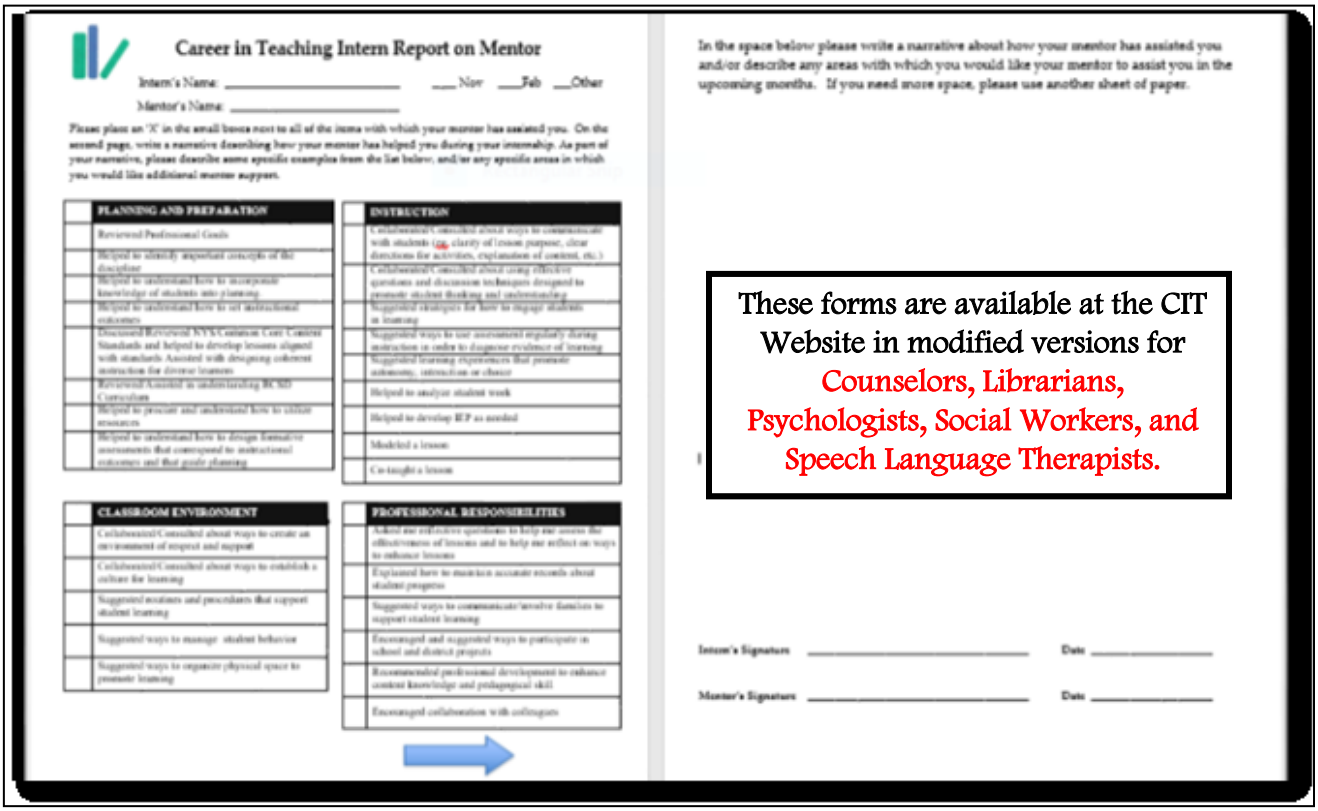
Career in Teaching
Intern Status Report





Intern Report on Mentor (completed by Intern)

Submit and Review with Mentor. Mentor submits with Intern Status Reports in March and November.



Career in Teaching Intern Report on Mentor

PLANNING AND PREPARATION

INSTRUCTION

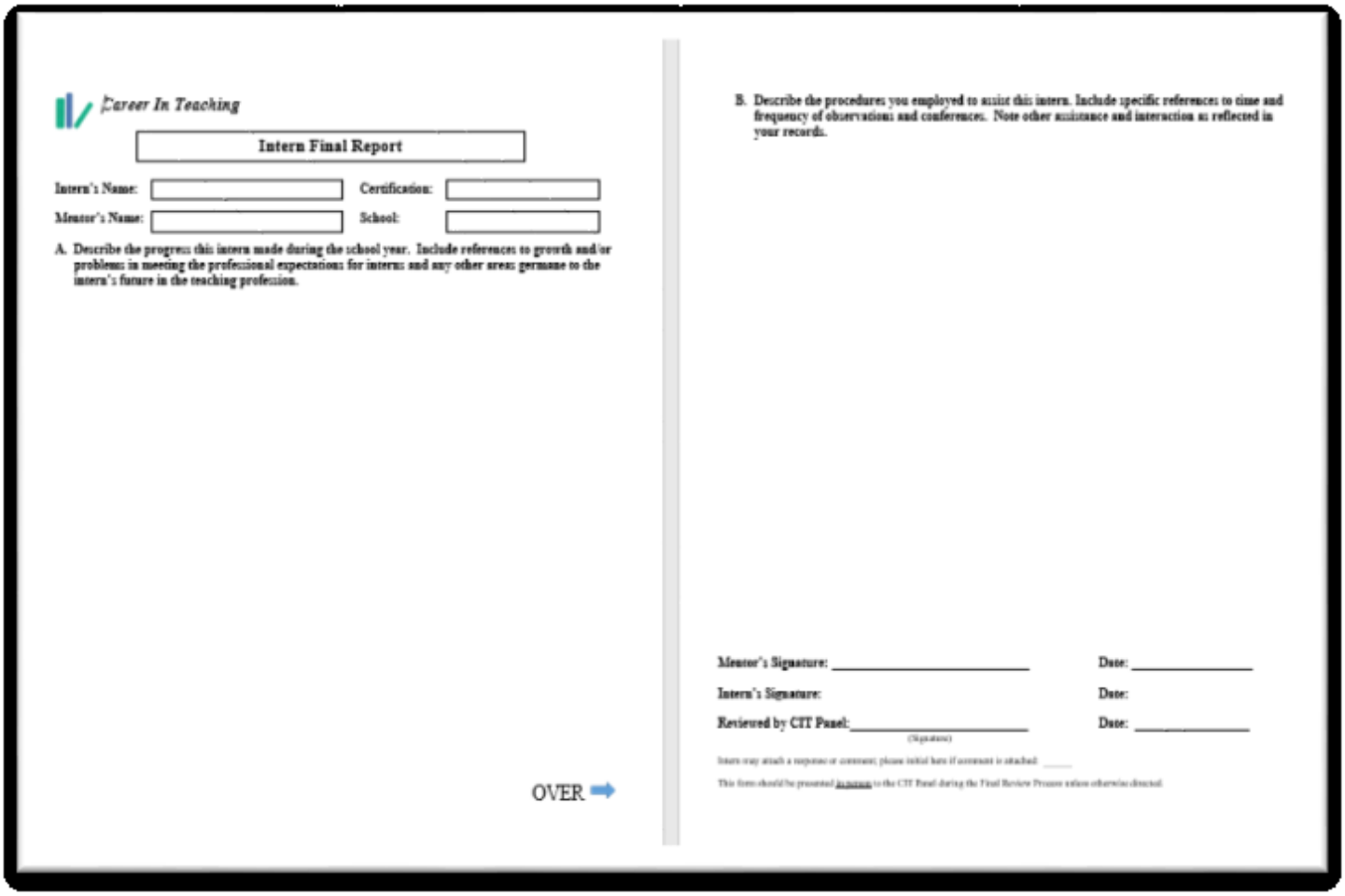
CLASSROOM ENVIRONMENT

PROFESSIONAL RESPONSIBILITIES

These forms are available at the CIT Website in modified versions for Counselors, Librarians, Psychologists, Social Workers, and Speech Language Therapists.

Intern Final Report (completed by Mentor)

Recommendation for Continuation. Mentor Reviews with Intern and Submits to CIT Panel in May/June.



Career In Teaching

Intern Final Report

Intern's Name: _____ Certification: _____

Mentor's Name: _____ School: _____

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.

OVER ➡

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.

Mentor's Signature: _____ Date: _____

Intern's Signature: Date:

Reviewed by CIT Panel: _____ Date: _____

(Signature)

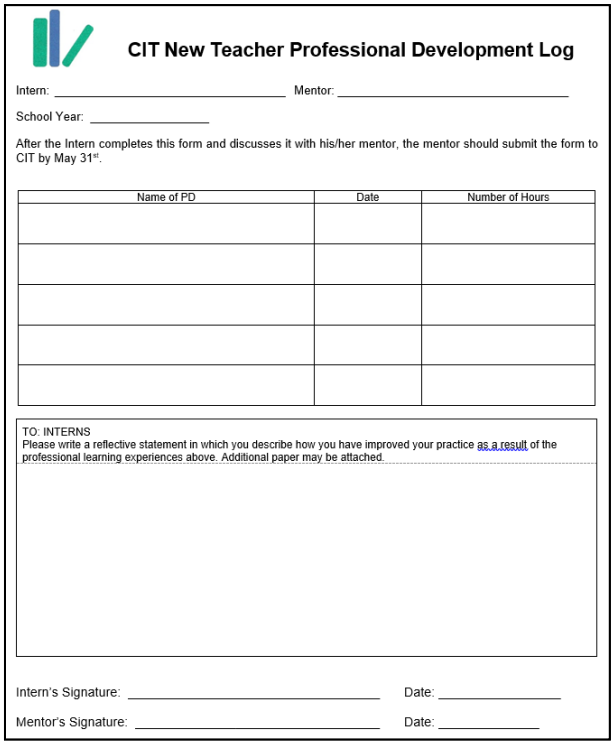
Intern may attach a response or comment; please initial here if comment is attached: _____

This form should be presented in person to the CIT Panel during the Final Review Process unless otherwise directed.

Professional Development Log

(completed by Intern with Mentor)

Find digital versions of forms on the "CIT Mentor Resources" page: www.rcsdk12.org/CIT/Resources



CIT New Teacher Professional Development Log

Intern: _____ Mentor: _____

School Year: _____

After the Intern completes this form and discusses it with his/her mentor, the mentor should submit the form to CIT by May 31st.

Name of PD	Date	Number of Hours

TO: INTERNS
Please write a reflective statement in which you describe how you have improved your practice as a result of the professional learning experiences above. Additional paper may be attached.

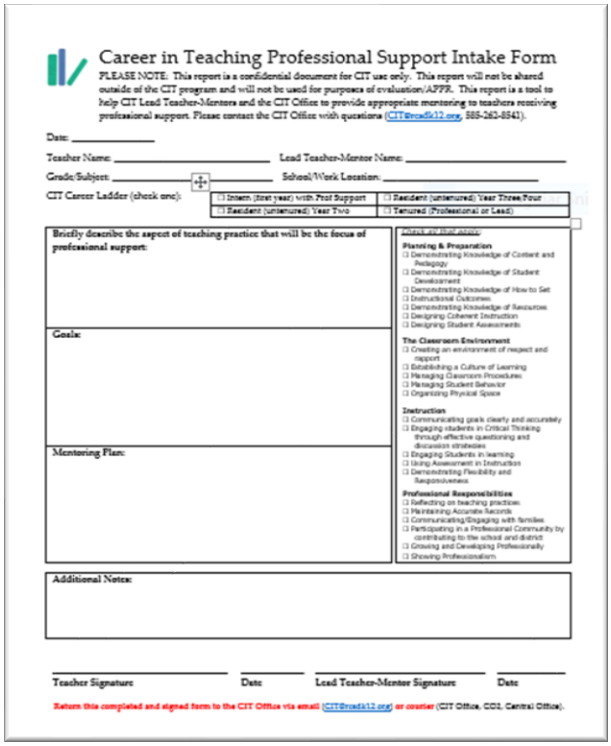
Intern's Signature: _____ Date: _____

Mentor's Signature: _____ Date: _____

CIT Professional Support Reports

Professional Support Intake Form

Complete/Sign/Submit at start of professional support.



Career in Teaching Professional Support Intake Form

PLEASE NOTE. This report is a confidential document for CIT use only. This report will not be shared outside of the CIT program and will not be used for purposes of evaluation/APPR. This report is a tool to help CIT Lead Teacher-Mentors and the CIT Office to provide appropriate mentoring to teachers receiving professional support. Please contact the CIT Office with questions (CIT@rcsdk12.org, 585-262-8541).

Date: _____

Teacher Name: _____ Lead Teacher-Mentor Name: _____

Grade/Subject: _____ School/Work Location: _____

CIT Career Ladder (check one):

☐ Intern (first year) with Prof Support	☐ Resident (untenured) Year Three/Four
☐ Resident (untenured) Year Two	☐ Tenured (Professional or Lead)

Briefly describe the aspect of teaching practice that will be the focus of professional support:

Goals:

Mentoring Plan:

Check all that apply:

Planning & Preparation
- ☐ Demonstrating Knowledge of Content and Pedagogy
- ☐ Demonstrating Knowledge of Student Development
- ☐ Demonstrating Knowledge of How to Set Instructional Outcomes
- ☐ Demonstrating Knowledge of Resources
- ☐ Designing Coherent Instruction
- ☐ Designing Student Assessments

The Classroom Environment
- ☐ Creating an environment of respect and rapport
- ☐ Establishing a Culture of Learning
- ☐ Managing Classroom Procedures
- ☐ Managing Student Behavior
- ☐ Organizing Physical Space

Instruction
- ☐ Communicating goals clearly and accurately
- ☐ Engaging students in Critical Thinking through effective questioning and discussion strategies
- ☐ Engaging Students in learning
- ☐ Using Assessment in Instruction
- ☐ Demonstrating Flexibility and Responsiveness

Professional Responsibilities
- ☐ Reflecting on teaching practices
- ☐ Maintaining Accurate Records
- ☐ Communicating/Engaging with families
- ☐ Participating in a Professional Community by contributing to the school and district
- ☐ Growing and Developing Professionally
- ☐ Showing Professionalism

Additional Notes:

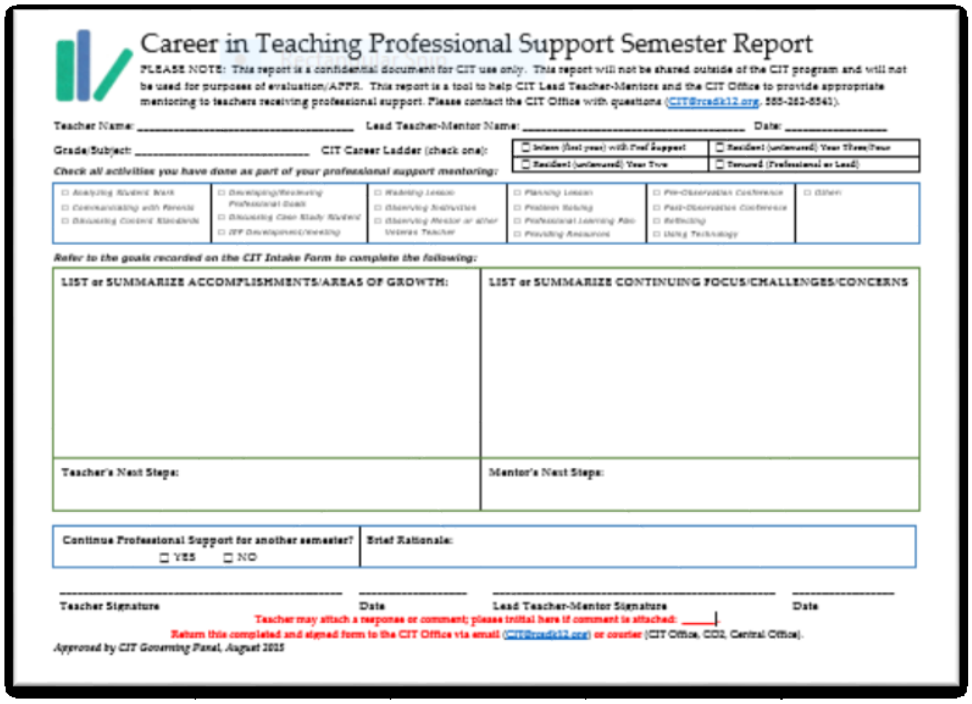
Teacher Signature _____ Date _____ Lead Teacher-Mentor Signature _____ Date _____

Return this completed and signed form to the CIT Office via email (CIT@rcsdk12.org) or courier (CIT Office, CO2, Central Office).

Find digital versions of forms on the "CIT Mentor Resources" page: www.rcsdk12.org/CIT/Resources

Professional Support Semester Report

Complete/Sign/Submit in January and June.



Career in Teaching Professional Support Semester Report

PLEASE NOTE: This report is a confidential document for CIT use only. This report will not be shared outside of the CIT program and will not be used for purposes of evaluation/APPR. This report is a tool to help CIT Lead Teacher-Mentors and the CIT Office to provide appropriate mentoring to teachers receiving professional support. Please contact the CIT Office with questions (CIT@rcsdk12.org, 585-262-8541).

Teacher Name: _____ Lead Teacher-Mentor Name: _____ Date: _____

Grade/Subject: _____ CIT Career Ladder (check one):

☐ Intern (first year) with Prof Support	☐ Resident (untenured) Year Three/Four
☐ Resident (untenured) Year Two	☐ Tenured (Professional or Lead)

Check all activities you have done as part of your professional support mentoring:

☐ Analyzing Student Work	☐ Developing/Reviewing Professional Goals	☐ Modeling Lesson	☐ Planning Lesson	☐ Pre-Observation Conference	☐ Other:
☐ Communicating with Parents	☐ Discussing Case Study Student	☐ Observing Instruction	☐ Problem Solving	☐ Post-Observation Conference	
☐ Discussing Content Standards	☐ IPP Development/meeting	☐ Observing Mentor or other Veteran Teacher	☐ Professional Learning Plan	☐ Reflecting	
			☐ Providing Resources	☐ Using Technology	

Refer to the goals recorded on the CIT Intake Form to complete the following:

LIST or SUMMARIZE ACCOMPLISHMENTS/AREAS OF GROWTH:	LIST or SUMMARIZE CONTINUING FOCUS/CHALLENGES/CONCERNS
Teacher's Next Steps:	Mentor's Next Steps:

Continue Professional Support for another semester? ☐ YES ☐ NO	Brief Rationale:

Teacher Signature _____ Date _____ Lead Teacher-Mentor Signature _____ Date _____

Teacher may attach a response or comment; please initial here if comment is attached: _____

Return this completed and signed form to the CIT Office via email (CIT@rcsdk12.org) or courier (CIT Office, CO2, Central Office).

Approved by CIT Governing Panel, August 2015

Frequently Called Numbers and Websites

Career in Teaching (CIT):	**www.rcsdk12.org/CIT** **CIT@rcsdk12.org** **585-262-8518**
Rochester Teachers Association	**www.rochesterteachers.org** **585-546-2681**
CIT Website/Tuition Reimbursement:	**www.rcsdk12.org/CIT/Tuition** **585-262-8518**
CIT Website/NYS Certification	**www.rcsdk12.org/CIT/Certification**
State Education Department Office of Teaching:	**518-474-3901**
TEACH Website:	**www.highered.nysed.gov/tcert**
Office of Human Capital (formerly Human Resources/HCI)	**585-262-8597** **www.rcsdk12.org/Page/49011**
New Hire Resources/Staff Handbook	sites.google.com/rcsd121.org/rcsdnewhireresources2122
APPR (Teacher Evaluation)	**www.rcsdk12.org/CIT/APPR**
Benefits Department	**585-262-8206**
Employee Assistance Program	**585-325-2980, 800-252-4555**
Teacher Payroll	**585-262-8265**
RCSD HelpDesk (Technology)	**https://helpdesk.rcsdk12.org/** **585-262-8151**
Professional Development and NYS PD Requirements	**www.rcsdk12.org/CIT/PD** **www.rcsdk12.org/professionallearning**
RCSD eLearning	**elearning.rcsdk12.org/index.html**
Engage Rochester	**www.rcsdk12.org/EngageRochester**
Advantage Federal Credit Union	**www.advantagefcu.org** **585-454-5900**
RCSD Central Office	**www.rcsdk12.org** **585-262-8100**

Career in Teaching
Stefan Cohen, Director
www.rcsdk12.org/CIT
585-262-8541