# Career in Teaching:

New Teacher Mentoring, Professional Support, Peer Review

Teacher Leadership to Strengthen Classroom Practice, the Teaching Profession, and Public Education for our Kids

A collaboration between the Rochester Teachers Association & the Rochester City School District

Stefan Cohen

Director, Career in Teaching Program
Rochester City School District (585) 262-8541
www.rcsdk12.org/CIT
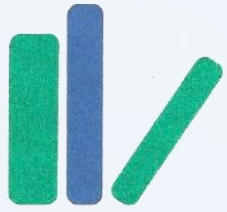
Career in Teaching

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Central Goal of the CIT Program:
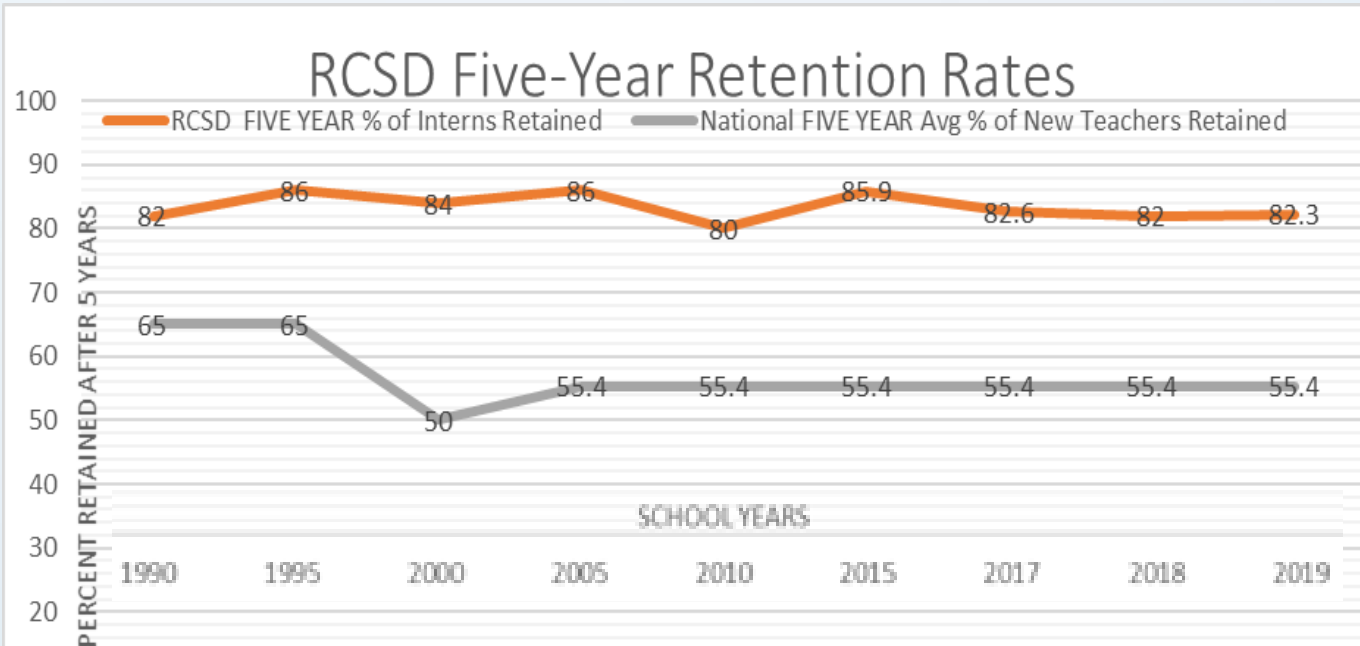To strengthen instruction and teacher retention through Peer Assistance and Review (PAR).

The CIT Program accomplishes this goal by:

- providing an opportunity for exemplary teachers to share their knowledge and expertise with other teachers;
- developing and maintaining high quality teaching staff in the RCSD through internships for new teachers and professional support for tenured teachers experiencing difficulties in the classroom;
- providing intervention for tenured teachers experiencing severe difficulties in the classroom;
- offering professional feedback as part of the evaluation process through Peer Review; and
- providing teachers with career options that do not require them to leave classroom teaching to assume additional responsibilities and leadership roles
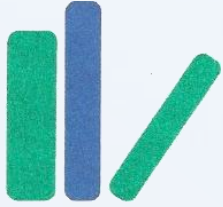
CIT Program Goals:

To strengthen instruction and teacher retention through Peer Assistance and Review (PAR).

RCSD Five-Year Retention Rates

| RCSD FIVE YEAR % of Interns Retained | National FIVE YEAR Avg % of New Teachers Retained |

PERCENT RETAINED AFTER 5 YEARS

RCSD: 82, 86, 84, 86, 80, 85.9, 82.6, 82, 82.3

National: 65, 65, 50, 55.4, 55.4, 55.4, 55.4, 55.4, 55.4

SCHOOL YEARS: 1990, 1995, 2000, 2005, 2010, 2015, 2017, 2018, 2019

Research using "national longitudinal data" places the national new teacher five-year retention rate at 55.4%.* Because of the unusually high retention rate in the RCSD, mentor programs across the nation have been modeled after the RCSD CIT Program.

*Ingersoll, Richard M.; Merrill, Elizabeth; Stuckey, Daniel; and Collins, Gregory. (2018). "Seven Trends: The Transformation of the Teaching Force" – Updated October 2018. CPRE Research Reports. Retrieved from https://repository.upenn.edu/cpre_researchreports/108.
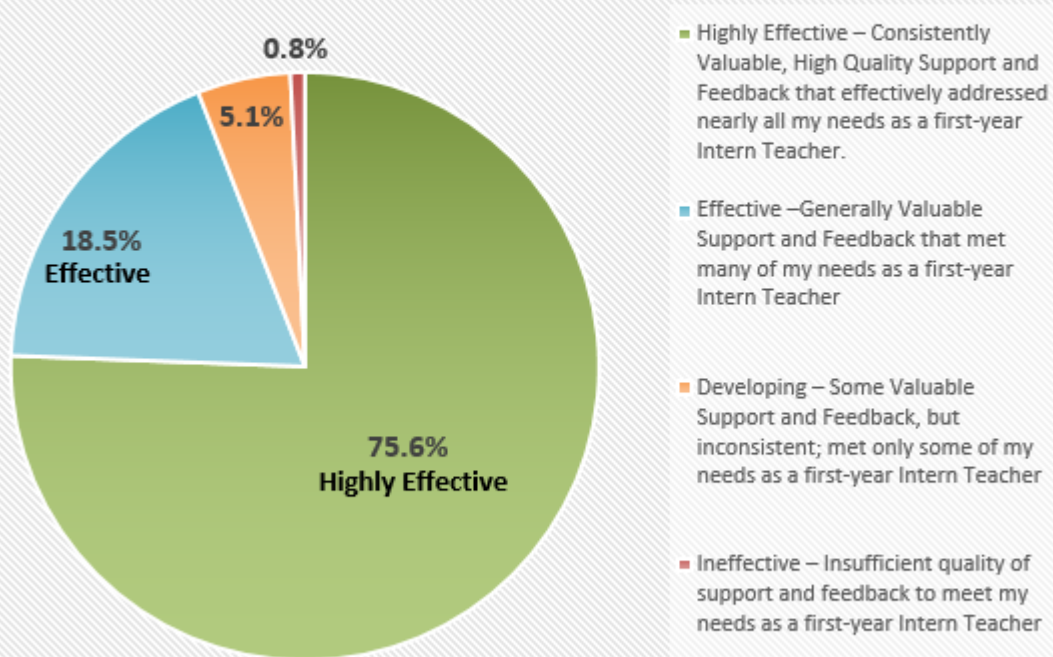
2018-2019 to 2019-2020 RCSD new teacher retention rate was **90.5%**	2019-2020 to 2020-2021 RCSD new teacher retention rate was **86.4%**
Compared to **88.1%** nationally (65% in RCSD prior to CIT program)	
2018-2019 to 2019-2020 RCSD new teacher Five-year retention rate was **82.3%.**	2019-2020 to 2020-2021 RCSD new teacher Five-year retention rate was **70.0%.**
Compared to **55.4%** nationally*	

Current Mentor Support

CIT Lead Teacher Support Cumulative Totals (includes completed or resigned)		2019-2020	2018-2019
INTERNS TOTAL		**218**	372
Prof Support RESIDENT		91	83
Prof Support TENURED		33	22
Prof Support Long-term Sub		20	37
SUBTOTAL – Mentoring Support		**362**	514
Teachers Receiving Independent Evaluation		123	136
TEACHERS SUPPORTED by CIT Lead Teachers		**596**	651
Lead Teacher-Mentors Activated		**142 (72.8%)**	188 (94%)

Comprehensive Anonymous Survey Data

Overall, how would you rate the quality of the support that your Lead Teacher-Mentor provided?

0.8%

5.1%

18.5% Effective

75.6% Highly Effective

- Highly Effective – Consistently Valuable, High Quality Support and Feedback that effectively addressed nearly all my needs as a first-year Intern Teacher.

- Effective –Generally Valuable Support and Feedback that met many of my needs as a first-year Intern Teacher

- Developing – Some Valuable Support and Feedback, but inconsistent; met only some of my needs as a first-year Intern Teacher

- Ineffective – Insufficient quality of support and feedback to meet my needs as a first-year Intern Teacher

Data from CIT Intern-Teacher Survey 2018 (255 respondents)

"The quality of support that my lead Teacher-Mentor provided was of the highest quality and I am truly pleased to have received it."

"My mentor went above and beyond to be the most highly effective mentor he could be. I owe much success in my first year to the tools he has given and helped me to develop this year."

"The CIT Intern-Mentor program was vital to my experience as a new teacher in the Rochester City School District. Having a mentor helped me to understand the intricacies of the Danielson rubric and how to apply them to my new teaching assignment."

"My mentor was really the person that helped me the most throughout my experience. She was a constant person who supported me through everything!"

"My mentor was wonderful! I do not know what I would have done without her this year!!"

Career in Teaching

(RCSD-RTA Contract Section 52)

- The CIT Career Ladder (negotiated in 1988)

- Vetted, Trained Lead Teacher-Mentors providing one-on-one customized support to teachers

- CIT Governing Panel (District-RTA Collaboration)

- Continuous Reflection, Professional Learning, and Professional Growth

- Teacher Evaluation and Peer Review

- Tuition Reimbursement

- NY State Certification

LEAD

PRO-FESSIONAL

RESIDENT
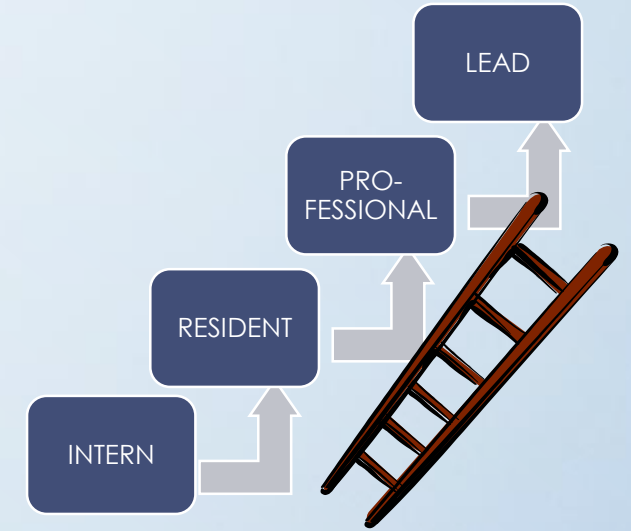
INTERN

Career in Teaching Program
New Teacher Mentoring
Professional Support
Peer Review

www.rcsdk12.org/CIT

Central Goal of the CIT Program:

To strengthen instruction and teacher retention through Peer Assistance and Review (PAR).

INTERN SUPPORT

- required for first-year teachers or service providers
- comprehensive
- frequent feedback
- learning-focused conversations
- status reports, recommendation
- first-year only*

PROFESSIONAL SUPPORT

- voluntary peer coaching for Residents (non-tenured)or Professional (tenured)
- focused
- regular feedback
- learning-focused conversations
- non-evaluative semester report
- limited duration*

INDEPENDENT EVALUATION

- teachers may select as 20% of APPR "Observation" component
- classroom observations
- learning-focused conversations
- written feedback and ratings

INTERVENTION

- 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."
- overseen by CIT Governing Panel

Partnering with RTA and RCSD Departments: Superintendent's Office, School Chiefs, Human Resources, Teaching & Learning Directors, Office of Professional Learning, Rochester Teachers Association

Recruitment

- CIT Intensive Mentoring used as a recruiting tool
- CIT Participation in Recruiting Events
- CIT Visits to Pre-service Programs

Induction

- CIT Mentor assigned as soon as teacher is placed
- 3 Day CIT New Teacher Orientation
- CIT New Teacher Professional Learning
- CIT Formative Feedback & Intern Status Reports
- CIT Substitute Days for Teachers to Observe Master Teachers

Retention

- CIT Mentors support with weekly contact and regular observation
- CIT Mentor makes Recommendation for Continuation
- Teachers may request ongoing Professional Support after 1st year

2019-2020 CIT Governing Panel

CIT Panel Contractual Responsibilities

RTA Members:

Alexis Butler, ESOL Teacher, School #09
Stefan Cohen, CIT Program Director, Social Studies Teacher
Martha Keating, RTA Labor Relations Consultant
Sharon Key, Kindergarten Teacher, School #22
Elainne Martinez, Bilingual 6th Grade Teacher, #17
John Pavone, RTA 1st Vice-President

RCSD Members:

Thomas Anderson, Assistant Principal, School #29
Sandra Chevalier-Blackman, Principal, Monroe High School
Kimberly Harris-Pappin, Principal, School #53
Susan Ladd, Principal, School #28
Carmine Peluso, Chief of Schools
Dominic Pickard, Director, Arts

Lead Teacher-Mentors: Interns and Professional Support

Teacher Evaluation Process

CIT JOINT GOVERNING PANEL

Tenured Teachers in Intervention

Lead Teachers: Peer Reviewers & Subject-Area Lead Teachers

Career in Teaching

Governing Panel Member Manual 2018-2019

Lead Teacher Mentors: Interns and Professional Support

Teacher Evaluation Process

CIT JOINT GOVERNING PANEL

Tenured Teachers in Intervention

Lead Teachers: Peer Reviewers & Subject-Area Lead Teachers

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Responsibilities of the CIT Governing Panel

➤ Overseeing and monitoring the interaction of mentors and interns (Panel Observations)

➤ Providing written feedback to the mentors about their peer coaching skills (Review of Status Reports in November and March)

➤ Observing any interns whose reports indicate "Needs Improvement"

➤ Reviewing the final reports/recommendations written by mentors about their interns

➤ Reviewing formal intern observations and final evaluations written by administrators of interns that do not meet district standards

➤ Reviewing recommendations for Intervention of Tenured Teachers

➤ Assigning Intervention mentors to Tenured Teachers recommended for Intervention

➤ Reviewing Evaluations submitted by administrators and reviewing peer feedback reports submitted by mentors of Tenured Teachers in Intervention; after reviewing the data, assessing whether or not the Intervention is successful or unsuccessful

➤ Reviewing and updating the Teacher Evaluation Guide so that it reflects the NYS required Annual Professional Performance Review (APPR)

➤ Developing the job announcement and selection process for lead teachers

➤ Reviewing the Program Evaluation Data and determining mentor professional development based on the data

How Lead-Teacher Mentors are Selected

- CIT Lead Teacher-Mentors should be master teachers in their Tenure Area and are rigorously vetted by the CIT Governing Panel.
- The CIT Joint Governing Panel oversees the Mentor selection process in accordance with the RCSD-RTA Contract Section 52.2. Applicants:
  - must have a minimum of seven years teaching experience (five in district)
  - provide SIX confidential references, including references from the building principal/supervisor and RTA Rep
  - provide a written statement demonstrating the teacher's qualifications
  - are interviewed by assigned representatives of the CIT Panel who will review the teacher's experience, written statement, references, and recent performance evaluations in order to make a recommendation to the CIT Panel
- The CIT Panel reviews the recommendations of the teacher interview teams and selects the Lead Teachers.
- Approved Lead Teacher-Mentors must attend a mandatory week-long summer training and may or may not be activated based on need.

Qualifications (per RCSD-RTA Contract Section 52.2)

- Proven ability to work successfully with students who have greatest needs.
- Demonstrated outstanding classroom teaching (or clinical) ability.
- Demonstrated effective written and oral communication skills.
- Demonstrated ability to work cooperatively and effectively with other professional staff members.
- Evidence of professional growth.

Criteria also considered by the Panel in the selection of Lead Teachers:

- commitment to improving student outcomes;
- knowledge and use of community support systems;
- involvement in professional activities;
- demonstrated parent communication skills;
- and evidence of leadership skills.

Additional criteria and qualifications may be considered by the Panel.

Types of Mentors in the CIT Program

**Lead Teacher assigned as
School Based Mentor**

(vast majority of Lead Teacher-Mentors)

- assigned to provide mentoring within his/her own building.
- has a caseload of 1-2 interns or professional support teachers.
- uses CIT per diem sub days for guided observations and conferences.
- conferences regularly with the teachers during planning periods, after school and on weekends.

**Lead Teacher assigned as
Mentor with full or partial release time**

(generally between 15-20 Mentors depending on need)

- is released from part or all of his/her teaching assignment to provide mentoring of teachers in buildings where there aren't enough mentors (school with less experienced staff or tenure shortage areas).
- full release mentors have a caseload of 10-15 interns
- half release mentors have a caseload of 5-10 interns
- could be assigned to provide professional support to non-tenured teachers.
- could be assigned to work with a tenured teacher in Intervention.
- conferences regularly with the assigned teachers after school and on weekends in addition to the regular interaction within the building.

Role of the Mentor

- Offering Support

- Creating Challenge

- Facilitating Professional Vision
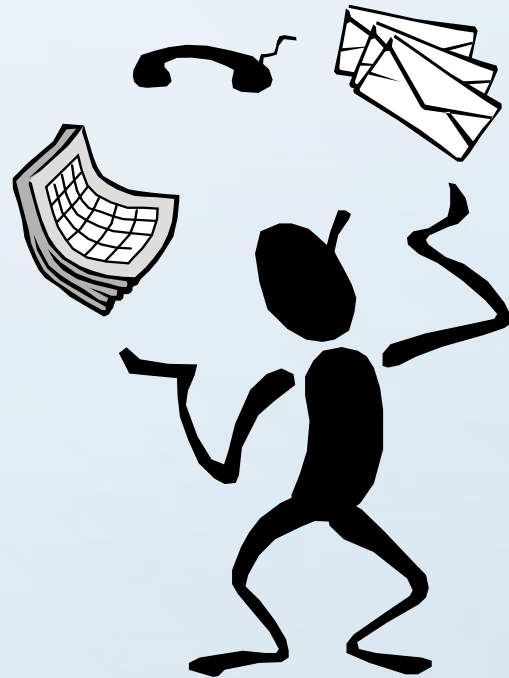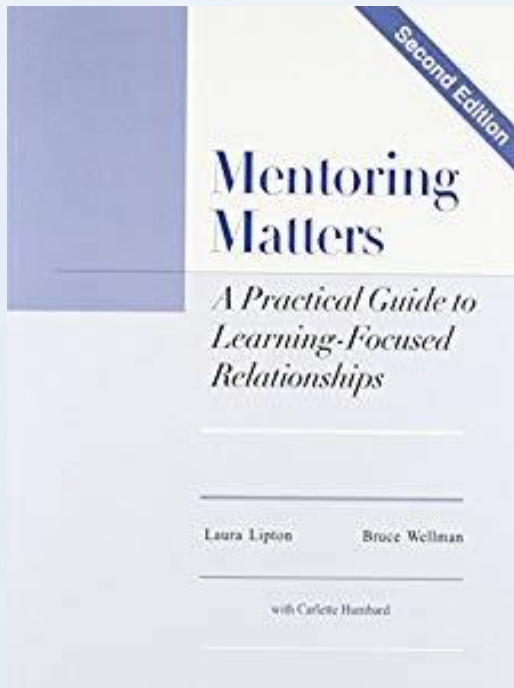
Responsibilities of all Lead Teacher-Mentors

- Conduct frequent observations
- Provide regular oral and written peer feedback
- Conduct learning-focused conversations
- Set up classroom guided observations of effective teachers at a variety of sites
- Collaborate on the planning of daily lessons and long-range plans based on NYS teaching standards
- Explore a variety of techniques for classroom management and for building a community of learners
- Provide demonstration lessons and co-teaching experiences
- Provide demonstrations of parent-teacher conferences and provide examples of effective parent communication and involvement
- Explore student assessment strategies
- Jointly attend professional learning opportunities and discuss applications
- Explore community resources to enhance lessons
- Assist with preparations for standardized testing and other assessments
- Discuss teacher certification requirements
- Discuss professional responsibilities
- Provide formative assessment that includes intern status reports in November and March and a final report in May

Rochester City School District, Rochester, NY
Career in Teaching (CIT) Program
Mentor Handbook
2018-2019

Career in Teaching
Stefan Cohen, Director
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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)

Phases of First-Year Teachers' Attitude Toward Teaching
by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center

Anticipation · Survival · Disillusionment · Rejuvenation · Reflection · Anticipation

Aug Sept Oct Nov Dec Jan Feb Mar Apr May June July

NEW TEACHER CENTER

Unconsciously Talented (You do things well and you can't explain why!)

Unconsciously Skilled (Internalization.)

Consciously Skilled (You feel satisfaction.)

Consciously Unskilled (You feel guilt, then anger and frustration.)

Unconsciously Unskilled (You don't know what you don't know. You feel self-conscious, awkward, and clueless.)

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…
 o have intern accompany you to share the information, or
 o get intern's permission to share, or
 o inform the intern that the information is being shared.

☐ If you are uncertain, consult with the CIT Director.

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The Art of the Mentor-Intern Conversation: a Continuum of Learning-focused Interaction
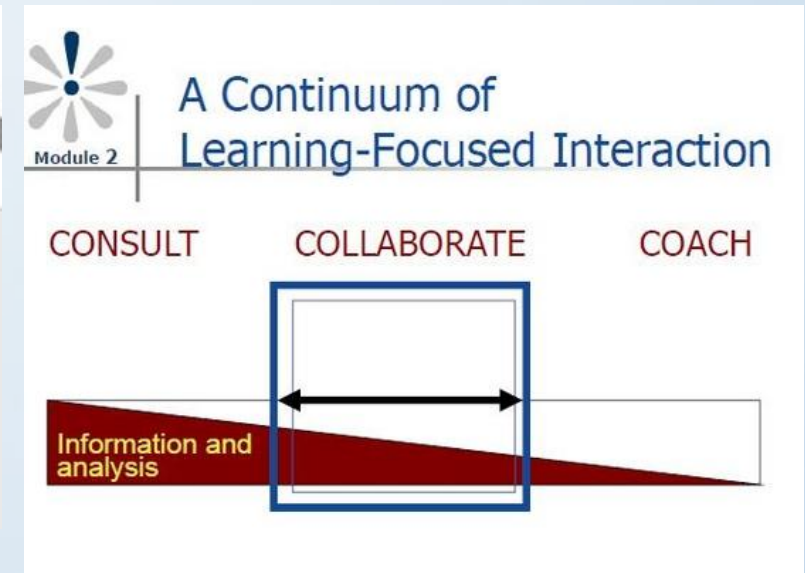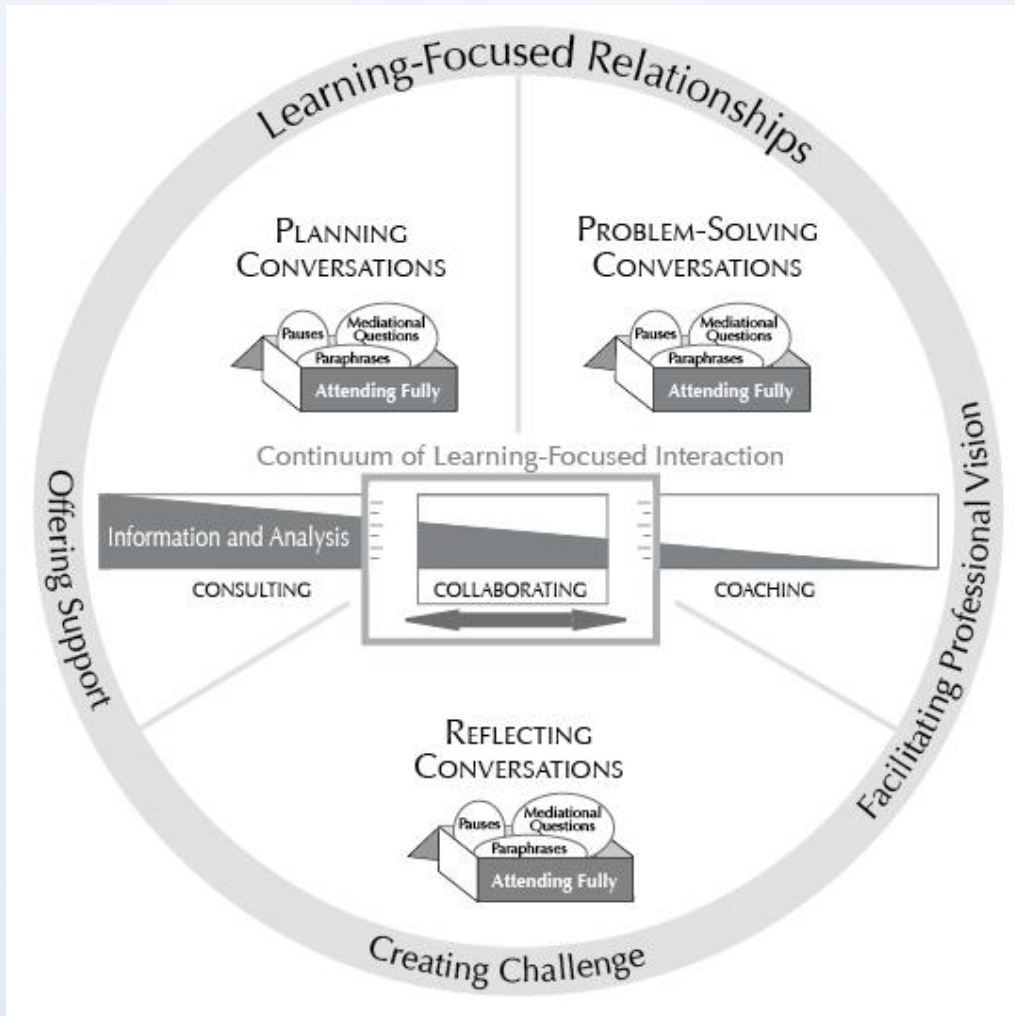
Laura Lipton and Bruce Wellman

Ongoing Formative Assessment

CIT Panel and Peer Oversight

Career in Teaching
Governing Panel Member Manual 2018-2019

Career in Teaching
Stefan Cohen, Director
www.rcsdk12.org/CIT
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CIT Mentor and CIT Governing Panel Timeline*

(*Specific procedures for submitting reports, providing feedback, obtaining signatures, etc. are subject to change as part of efforts to reduce "paperwork traffic.")

CIT Governing Panel Members	Assigned CIT Lead Teacher/Mentors
Meet assigned mentors in November at a joint Mentor-Panel Member Forum to discuss Panel Observations, expectations, etc.	Meet Panel Contact at the November CIT Mentor Forum (introductions, scheduling, expectations, etc.).
At late November Panel Meeting, receive Intern Status Reports and Intern Reports on Mentor for Review.	If assigned Interns, complete Fall Intern Status Report and submit signed copies of "Intern Status Report" and "Intern Report on Mentor" to the CIT Office at November Forum.
Complete Status Report Reviews (one per mentor) and bring signed copies to December Panel meeting.	Return signed Status Report Reviews to CIT Office or to January Mentor Forum.
Schedule Panel Observation of Mentors working with an Intern (one per mentor) as soon as possible. Best to begin observations in December/January.	
Provide written feedback using "Lead Teacher Assigned as Mentor Observation Form." Submit observation reports to CIT Office as they are completed. All observations should be complete by March 31st.	Return signed "Lead Teacher Assigned as Mentor Observation Form" within ten days of receipt to the CIT Office. All observations should be complete by March 31st.
At late March Panel Meeting, receive Intern Status Reports and Intern Reports on Mentor for Review.	If assigned Interns, complete Spring Intern Status Reports and submit signed copies of "Intern Status Report" and "Intern Report on Mentor" to the CIT Office at March Forum.
If Intern is struggling and not recommended for continuation, Final Reports should be sent by mentors directly to CIT Office by April 15th.	
Complete Spring Status Report Reviews (one per mentor) and bring signed copies to April Panel meeting.	Return signed Status Report Reviews to CIT Office or to May 21st Mentor Forum.
Schedule End-of-year Mentor Review of Records for end of May.	If assigned Interns, complete Intern Final Reports in time for Review of Records meeting.
Complete Recommendations for Continuation and Submit with Intern Final Reports and Mentor Review of Records at June Panel Meeting.	Complete Mentor Self-Assessment and assemble written records for Review of Records meeting.

CAREER IN TEACHING
Status Report Review
Intern Status Reports

Reviewed By: Stefan Cohen
Date of Review: January 5, 2015
Date Received: December 19, 2014

CIT Panel Status Report Review (continued)
LEAD TEACHER ASSIGNED AS MENTOR

CAREER IN TEACHING
Lead Teacher Assigned as Mentor Observation Form
(For Peer Observation or CIT Panel Contact Observation of Lead Teacher-Mentor)

Name of Observer: Stefan Cohen   ☒ Panel Contact ☐ Peer Observer
Date: January 21, 2015   Time: 8:30-9:15 a.m.   Place of Observation: _____ Library

CIT Panel and Peer Oversight

Ongoing Mentor Training

CIT Professional Learning Catalog

Updated March 9, 2019

Register at www.rcsdk12.truenorthlogic.com . Please send questions to Annamaria.Manso@rcsdk12.org.

Please note: CIT "Interns" may still be unable to register directly for these courses at this time. Please let your Interns know about the relevant opportunities and RSVP for them directly to Annamaria.Manso@rcsdk12.org and please include their Teacher ID Number.

Course Number: 23599
Course Name: CIT _Culturally Responsive Teaching and The Brain (2019)
Course Description: "Cultural responsiveness is not a practice; it's what informs our practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of ALL of our students". (vii) In this professional learning opportunity open to CIT mentors and the interns they work with, participants will each receive a copy of Zaretta Hammond's book, *Culturally Responsive Teaching and The Brain; Promoting Authentic Engagement and Rigor*. Together, you will explore the framework that enables teachers to both create the connections and apply the strategies that foster independent learners in our classrooms. Based on the work from our 2017-2018 Mentor Forums. Strongly recommended for new mentors!
Presenters: Annamaria Manso, Sonja Griffin, Stefan Cohen
Location: RTA Conference Room A
Dates/Times: February 5, 2019   4:15 - 6:15 PM*
February 26, 2019   4:15 - 6:15 PM*
March 26, 2019   4:15 - 6:15 PM*
April 9, 2019   4:15 - 6:15 PM*

*will likely end earlier

Course Number: 23627
Course Name: CIT_Mentor-Intern/Prof Supp_Classroom Management Q & A (2018-2019)
Course Description: For CIT Mentors with Interns or Teachers receiving Professional Support: In this professional learning experience led by Veteran Mentors, participants will share specific classroom management concerns focused on individual students, or the class as a whole. Veteran mentors with expertise in the field of classroom management, brain research, and behavior intervention will facilitate the session and address focused questions.
Please bring a classroom roster so that interns and mentors can identify the specific behaviors to be discussed, and thus apply focused strategies for intervention.
Presenters: Annamaria Manso, Donna Johnson, Tammy Shaw, Kim Siracusa, Allison Schmitt
Location: RTA Conference Room A
Date: March 20, 2019   Time: 4:30 PM - 6:30 PM

Course Number: 23628
Course Name: CIT_Mentoring Through All Phases
Course Description: CIT mentors will work with "an Intern" to meet his needs throughout all phases of a first year teacher's journey: Anticipation, Survival, Disillusionment Rejuvenation, and Reflection. Strongly recommended for new Mentors!
Presenter: Stefan Cohen
Location: RTA Conference Room A
Date/Time: April 2, 2019 4:15-6:15 PM

2018-2019 CIT LEAD TEACHER-MENTOR FORUMS
Please note the locations and dates of the forums. REVISED JULY 2018.

CIT Lead Teacher-Mentor Forums are required for ALL ACTIVATED MENTORS.
(Non-activated mentors are encouraged to attend all forums in order to be prepared when they are activated.)

Date	Details
September 24, 2018	4:00-7:00 p.m. ALL MENTOR/INTERN FORUM 1: Welcome Picnic dinner provided! Sandpiper Shelter – Ontario Beach Park. On-Line MENTOR DATA and INTERN/PROF SUPPORT TEACHER DATA FORMS DUE
October 30, 2018	*Optional for experienced mentors, required for new mentors: STATUS REPORT CLINIC 3:15-4:15 p.m. OR 4:45-5:45 p.m. RTA/NYSUT Building, 30 N. Union St. (See Below.)*
November 19, 2018	4:00-6:00 p.m. MENTOR FORUM 2 Snacks Provided Temple B'rith Kodesh 2131 Elmwood Ave. FALL STATUS REPORT DUE

Schedule PEER OBSERVATION and CIT PANEL OBSERVATION any time from now through the end of March.

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 domains, you should write a statement of concern with concrete suggestions.)

Date	Details
January 28, 2019	4:00-6:00 p.m. MENTOR FORUM 3 Snacks Provided. Temple B'rith Kodesh, 2131 Elmwood Ave. MID-YEAR INEFFECTIVE REPORT DUE for Interns with more than one domain rated "Ineffective"
February 15, 2019	INTERN OF THE YEAR NOMINATIONS DUE
March 18, 2019	4:00-6:00 p.m. MENTOR FORUM 4 Snacks Provided. Temple B'rith Kodesh, 2131 Elmwood Ave. SPRING STATUS REPORT DUE
March 31, 2019	Peer Observations and CIT Panel Observations should be competed.
April 12, 2019	If you are not recommending your intern for continuation, please send a copy of your final report directly to CIT by April 12th.
April Date TBD	4:00-6:00 p.m. MENTOR FORUM 5 LOCATION TBD Snacks Provided
May 20, 2019	4:00-7:00 p.m. MENTOR FORUM 6: Reflecting and Celebrating – Interns of the Year Temple B'rith Kodesh, 2131 Elmwood Avenue, Dinner Provided by Proietti's!

Complete FINAL REPORTS ON INTERNS in preparation for MENTOR REVIEW OF RECORDS meeting with Panel Contact

Date	Details
May 31, 2019	*CIT Mentor-Intern Picnic, Parkview Lodge, Webster Park, RSVP will be requested.*
June 10, 2019	MENTOR REVIEW OF RECORDS meeting with CIT Panel Contact should be completed.

Dates listed in BLUE are required for NEW mentors in addition to the sessions in red above.

Date	Details
July 23-26, 2018	12:00-5:00 p.m. NEW MENTOR TRAINING NYSUT Conference Center, 30 N. Union St
September 17, 2018	4:00-6:00 p.m. NYSUT Conference Center, 30 N. Union Street LEARNING-FOCUSED CONVERSATIONS TRAINING #1 Bring your copy of *MENTORING MATTERS*, by Laura Lipton & Bruce Wellman
October 15, 2018	4:00-6:00 p.m. NYSUT Conference Center, 30 N. Union Street LEARNING-FOCUSED CONVERSATIONS TRAINING #2
October 30, 2018	3:15-4:15 p.m. OR 4:45-5:45 p.m. RTA/NYSUT Building, 30 N. Union St. STATUS REPORT CLINIC
November 5, 2018	4:00-6:00 p.m. NYSUT Conference Center, 30 N. Union Street LEARNING-FOCUSED CONVERSATIONS TRAINING #3
December 17, 2018	4:00-6:00 p.m. NYSUT Conference Center, 30 N. Union Street LEARNING-FOCUSED CONVERSATIONS TRAINING #4

MORE INFORMATION AT www.rcsdk12.org/CIT
Questions? Call or email Stefan Cohen, 585-262-8541

Ongoing Mentor Training

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.
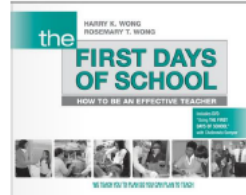
The Wongs emphasize:

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.

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

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

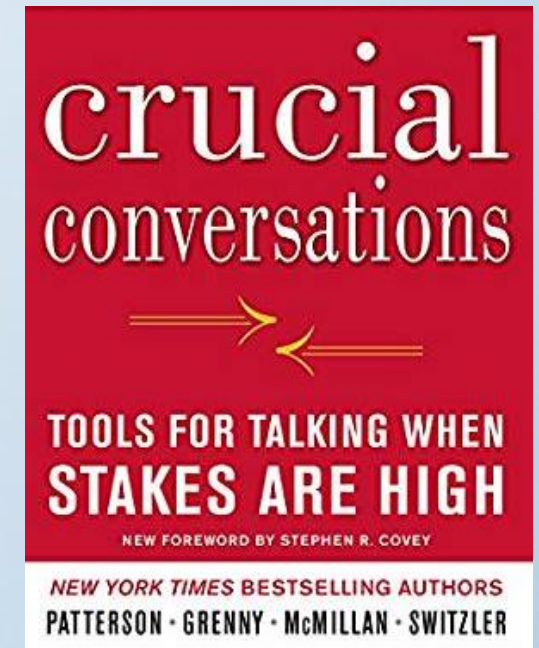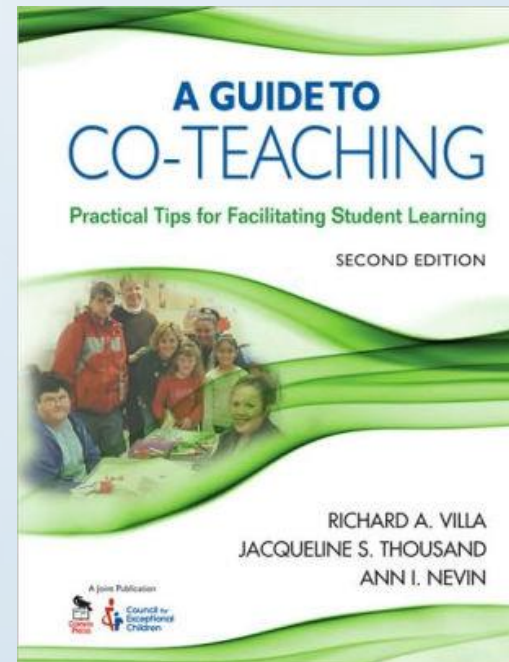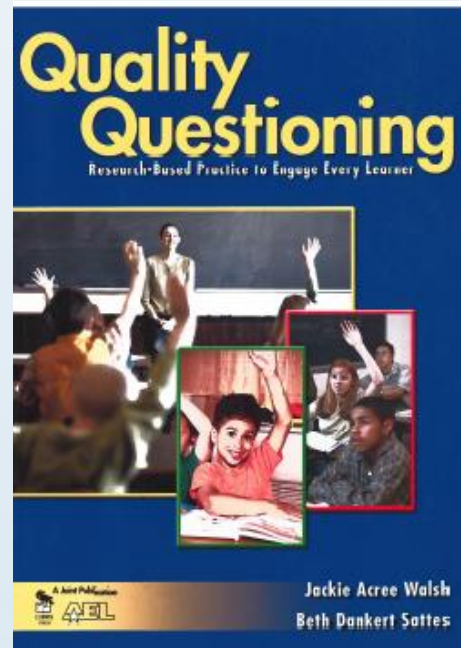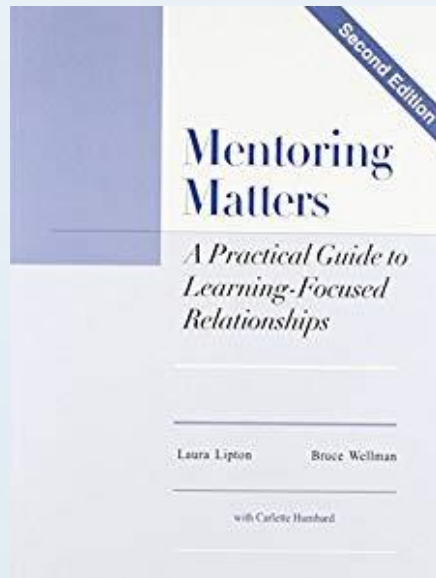## Culturally Responsive Teaching for CIT Mentors and Interns

February–April 2019

Career in Teaching (CIT)
Presenters:
Stefan Cohen
Sonja Griffin
Annamaria Manso

Culturally Responsive Teaching & THE BRAIN — Zaretta Hammond

Mentoring Matters: A Practical Guide to Learning-Focused Relationships — Laura Lipton, Bruce Wellman with Carlette Humbard (Second Edition)

Quality Questioning: Research-Based Practice to Engage Every Learner — Jackie Acree Walsh, Beth Dankert Sattes

A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning (Second Edition) — Richard A. Villa, Jacqueline S. Thousand, Ann I. Nevin

crucial conversations: Tools for Talking When Stakes Are High — New Foreword by Stephen R. Covey — New York Times Bestselling Authors — Patterson, Grenny, McMillan, Switzler

2019-2020 CIT Mentor Forum PD Sessions
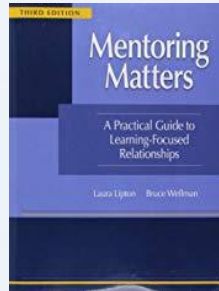
Learning-Focused Conversations II ROOM #104
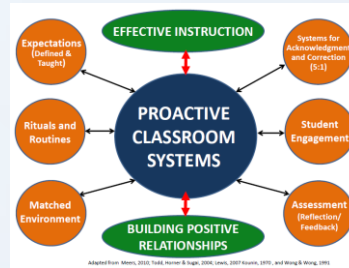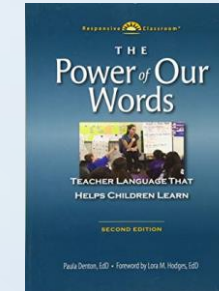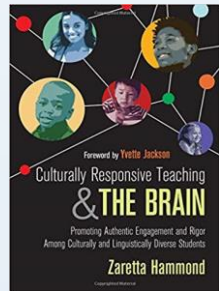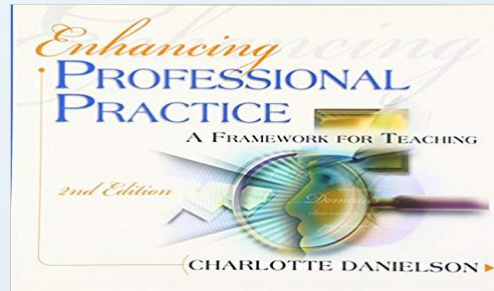

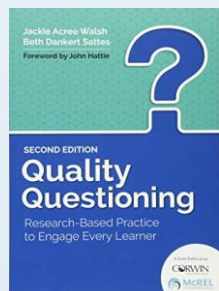**Proactive Classroom ROOM #111**

Power of Their Words ROOM #110

Culturally Responsive ROOM #109

Classroom Environment (Danielson) ROOM #112

Quality Questioning ROOM #115
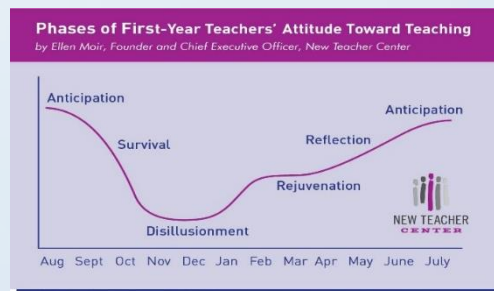
Mentoring Phases LIBRARY

CIT and Culturally Responsive Teaching

- CIT believes that an essential part of our work with new teachers is strengthening their cultural competence and culturally responsive teaching practice.

- CIT understands that all of us are at different places and at different comfort levels in discussing culture, race, and equity issues.

- CIT expects mentors to look inward and to model the journey in order to guide and grow alongside our interns.

CIT Survey Data 2018: Culturally Responsive Practice
Baseline Data (Culturally Responsive Teaching was the focus of 2017-2018 Mentor Forums.)

Mentors support colleagues with . . .
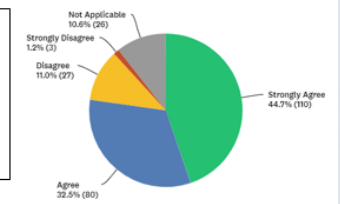
- Analyzing Student Work
- Communicating with Parents
- Discussing Content Standards
- Developing or Reviewing Professional Goals
- Discussing Student Case Studies
- IEP Development and/or IEP Meetings
- Modeling or Co-teaching a Lesson

- Observing Instruction
- Observing Mentor or other Veteran Teacher
- Planning Lessons
- Problem Solving
- Providing Resources
- Pre-Observation Conferences
- Post-Observation Conferences
- Reflecting
- Using Technology

2014-2015 Interns of the Year
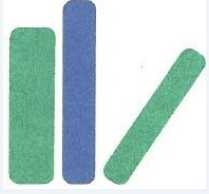
CIT Lead Teacher-Mentors

- are trained to use peer coaching, collaborating, and consulting to help Interns establish a positive classroom environment.

- use the Danielson *Framework for Teaching* rubrics with Interns as a "third point" to encourage self-assessment and reflection.

- receive ongoing training in "learning-focused conversations" to help Interns reflect and develop strategies that strengthen student engagement and teacher cultural competence.

- refer Interns to appropriate professional learning opportunities to strengthen specific aspects of teaching practice, including observations of effective teachers.

- support each other with encouragement, expertise, problem-solving, classroom strategies, and shared wisdom.

CIT Interns of the Year

RCSD Career in Teaching Program

HOME   VIDEOS   PLAYLISTS   CHANNELS   ABOUT

https://www.youtube.com/channel/UCtJdmqCWrkUoHVTENXkTuLg

Created playlists

2018 CIT Interns of the Year
VIEW FULL PLAYLIST

2015 CIT Interns of the Year
VIEW FULL PLAYLIST

2016 CIT Interns of the Year
VIEW FULL PLAYLIST

2017 CIT Interns of the Year
VIEW FULL PLAYLIST

2016 CIT Interns of the Year
Standing (left to right) Superintendent Linda Cimusz, Donald Benedict, Rachel Reff, Elyse Youngman, Selene Bissanti, Mercedez Hollister, Rebecca Laske, Anne Marie LaFave, Anne Moyer, Katie Hesford, Keara Coakley, Corey Hepburn
Kneeling (left to right): Stacey Dawson, CIT Director Stefan Cohen, RTA President Adam Urbanski, Deputy Superintendent Adele Bovard, Megan Martin