



Career in Teaching:

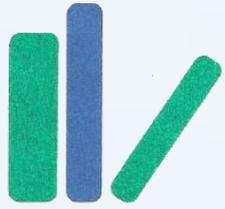
New Teacher Mentoring, Professional Support, Peer Review
Teacher Leadership to Strengthen Classroom
Practice, the Teaching Profession, and Public
Education for our Kids

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



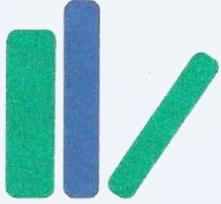


Central Goal of the CIT Program:

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

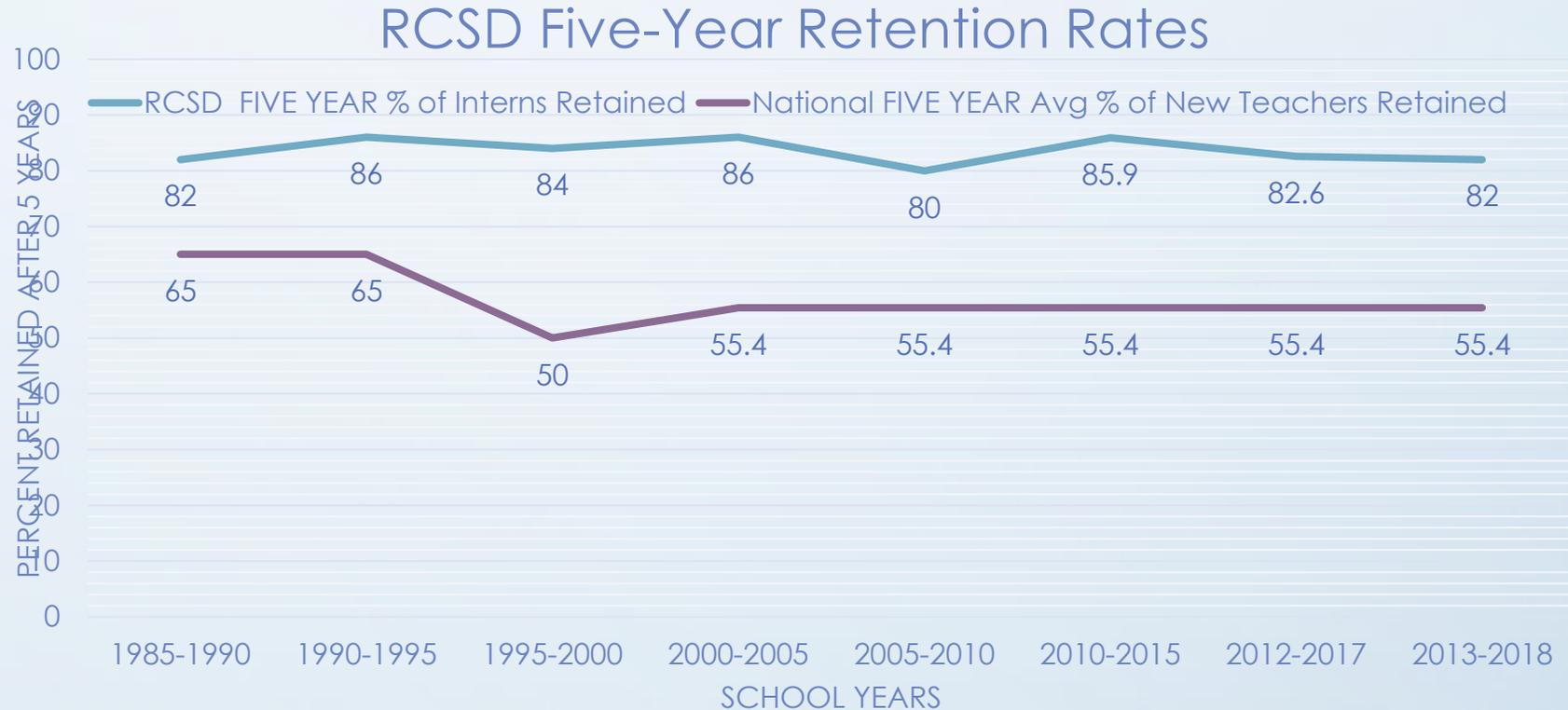
The CIT Program accomplishes this goal by:

- 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).



2017-18 to 2018-19 retention rate was **89.8%**

Three-year retention rate was **84.4%**.

Five-year retention rate was **82.0%**.

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.

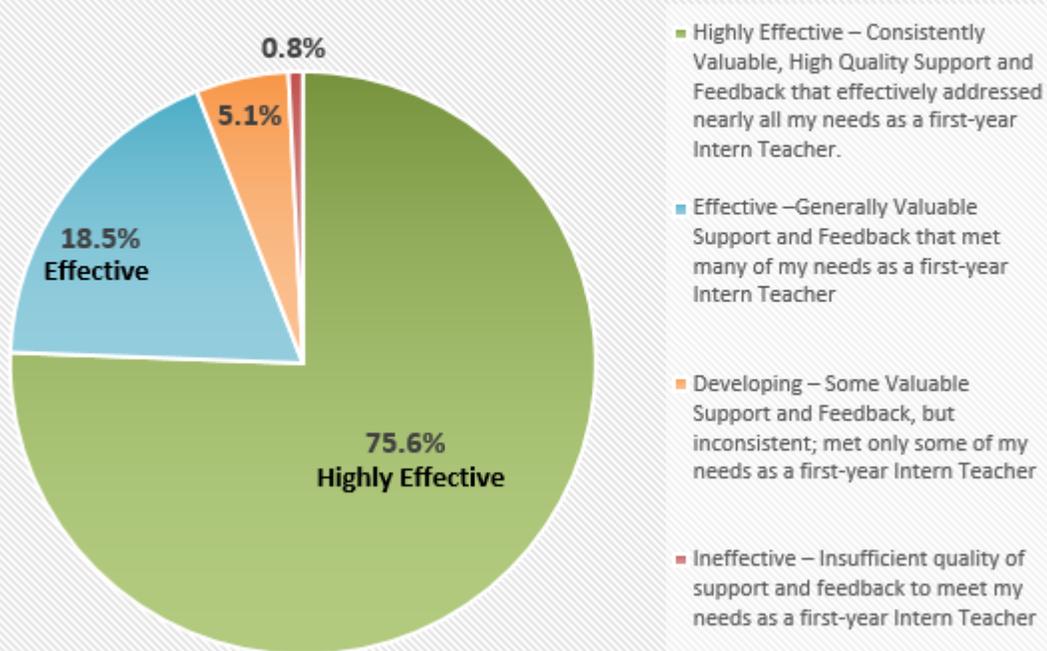
*Ingersoll, Richard M.; Merrill, Elizabeth; Stuckey, Daniel; and Collins, Gregory. (2018). "Seven Trends: The Transformation of the Teaching Force" – Updated October 2018. CPRE Research Reports. Retrieved from https://repository.upenn.edu/cpre_researchreports/108.

Current Mentor Support as of June, 2018

CIT Lead Teacher Support	June 2018	Cumulative 2017-2018 (includes completed or resigned)
INTERNS TOTAL	319	383
Prof Support RESIDENT	74	89
Prof Support TENURED	16	24
Prof Support Other	19	20
PROFESSIONAL SUPPORT TOTAL	109	133
Intervention	1	1
SUBTOTAL – Mentoring Support	429	517
Teachers Receiving Independent Evaluation	175	175
TEACHERS SUPPORTED by CIT Lead Teachers	604	692
Lead Teacher-Mentors Activated	172 (almost all full-time teachers)	

Comprehensive Anonymous Survey Data

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



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!!”

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



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

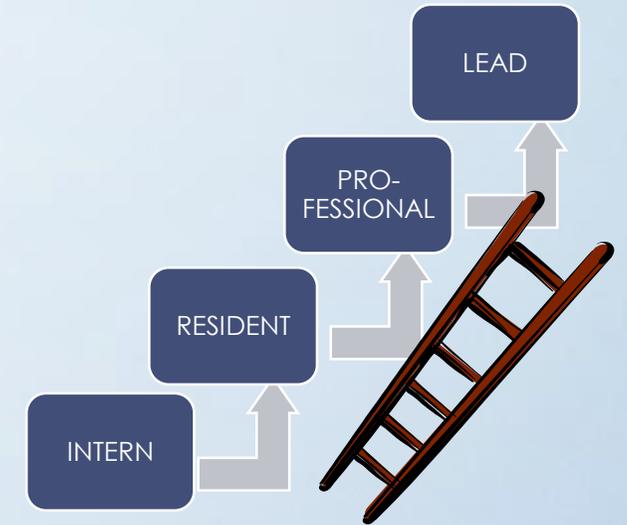
INTERVENTION

- 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

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



Career in Teaching Program

New Teacher Mentoring

Professional Support

Peer Review

www.rcsdk12.org/CIT

2018-2019 CIT Governing Panel

RTA Members:

Stefan Cohen, CIT Program Director

Chandra Cunningham, Kindergarten Teacher, School #39

Martha Keating, RTA Labor Relations Consultant

Sharon Key, Kindergarten Teacher, School #22

Randall Laird, Social Studies Teacher, SOTA

John Pavone, RTA 1st Vice-President

RCSD Members:

Thomas Anderson, Assistant Principal, School #29

Michael Chan, Executive Director, Science

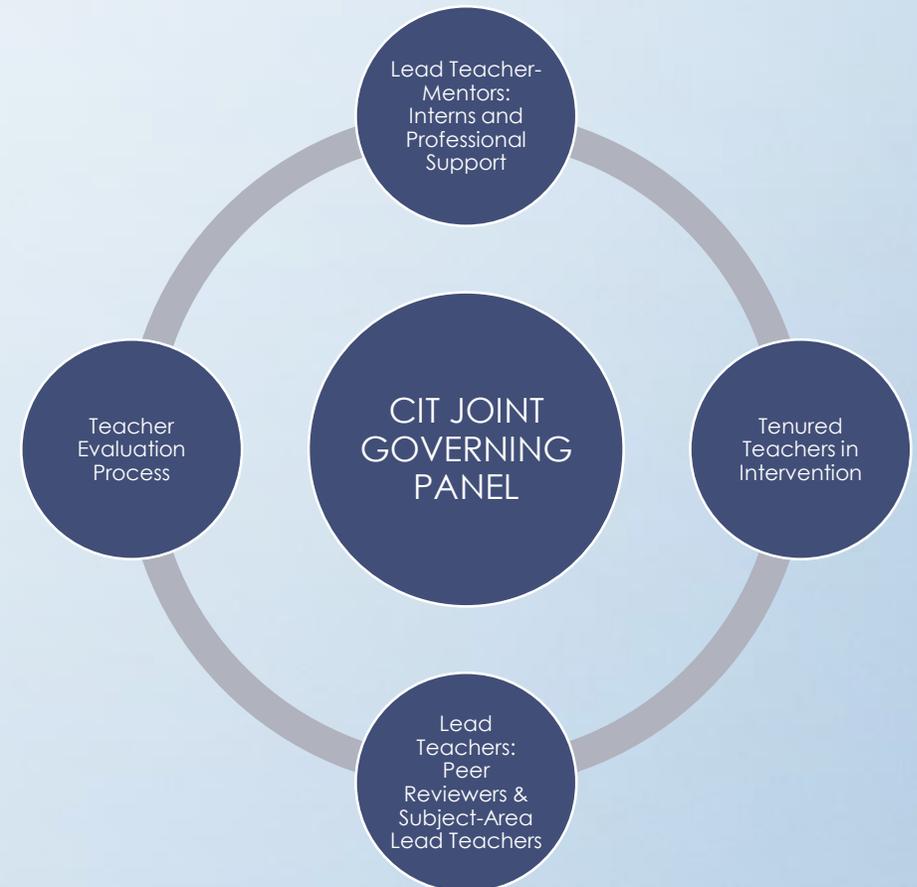
Kimberly Harris-Pappin, Principal, School #53

Susan Ladd, Principal, School #28

Carmine Peluso, Chief of Schools

Sheelarani Webster, Principal, School #58

CIT Panel Contractual Responsibilities



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

- Lead Teacher-Mentors should be master teachers in their Tenure Area and are rigorously vetted by the CIT Panel. Applicants:
 - must have a minimum of seven years teaching experience
 - provide SIX confidential references, including references from the building principal/supervisor and RTA Rep
 - provide a written statement demonstrating the teacher's qualifications for the position
 - 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.

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.

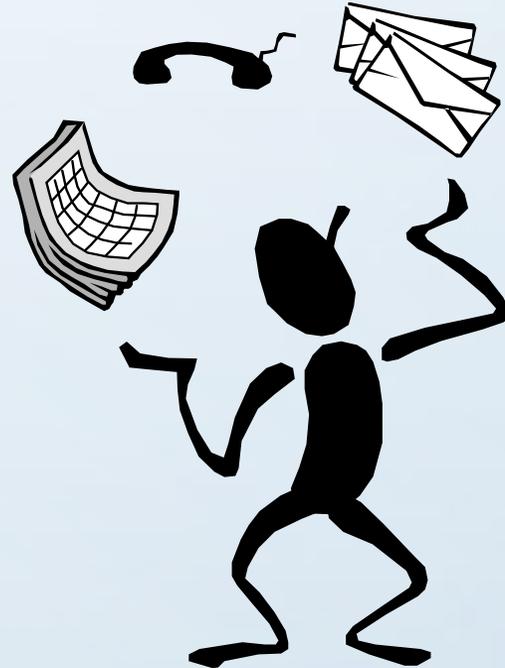
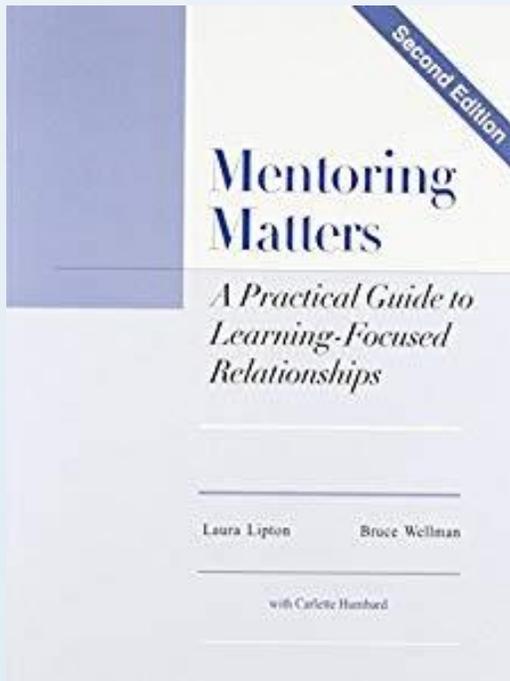
Lead Teacher assigned as Mentor with full or partial release time

(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



Rochester City School District, Rochester, NY
Career in Teaching (CIT) Program

Mentor Handbook

2018-2019

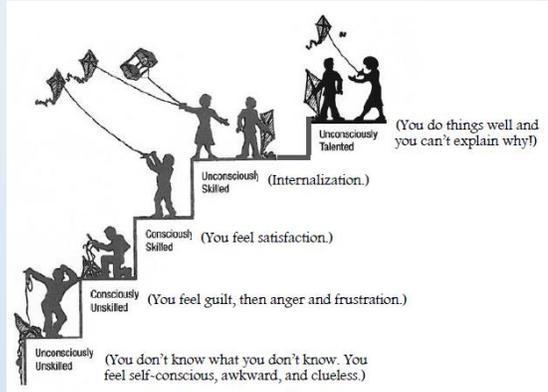


Career in Teaching
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Phases of First-Year Teachers' Attitude Toward Teaching

by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center



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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Building Trust

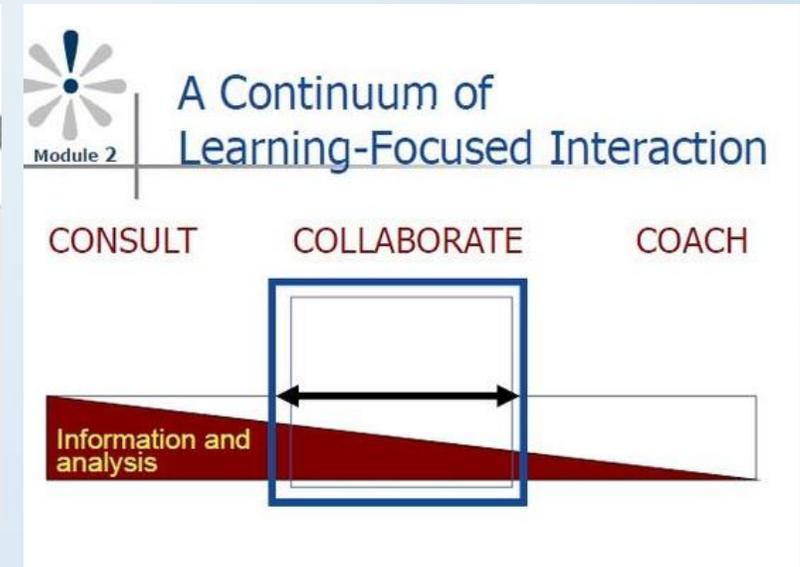
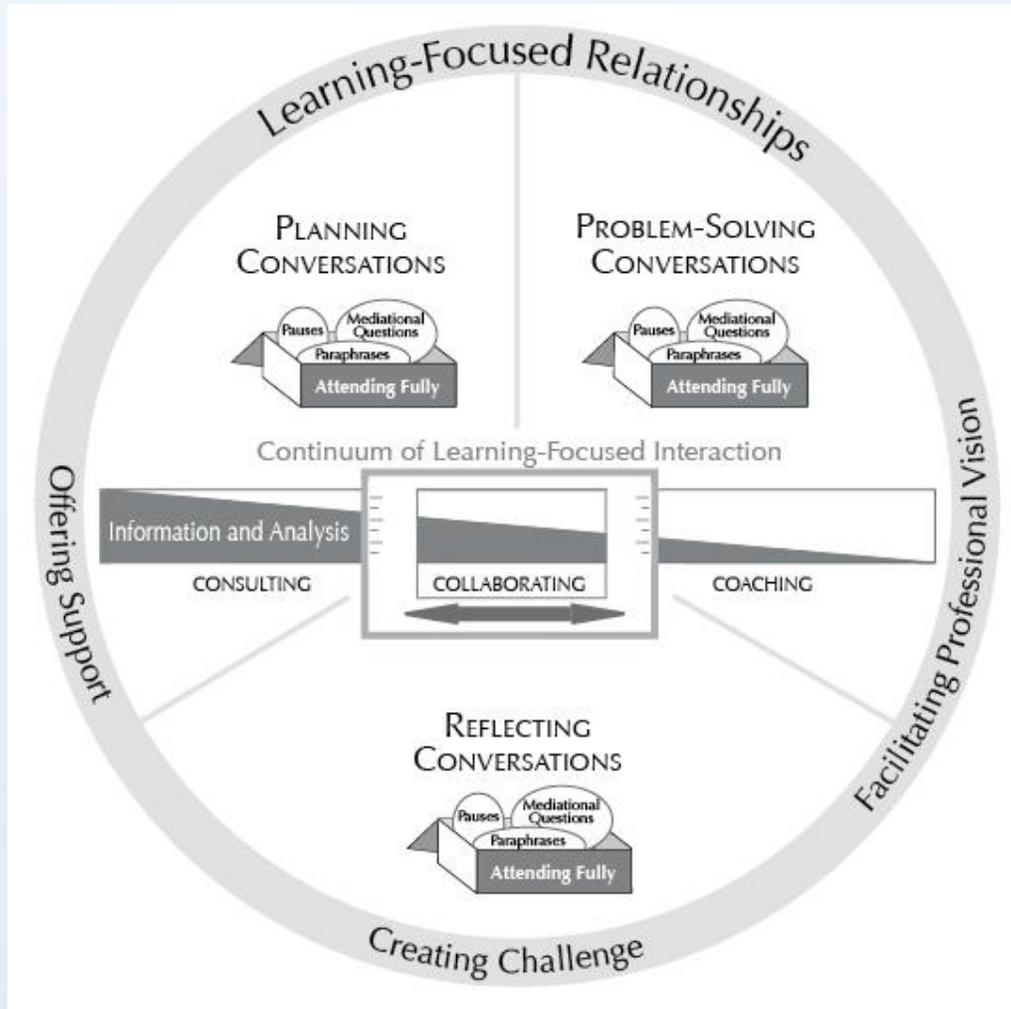
Trust is the foundation of a successful mentor-intern relationship.

"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)

The Art of the Mentor-Intern Conversation: a Continuum of Learning-focused Interaction



Laura Lipton and Bruce Wellman

Ongoing Formative Assessment

CIT MENTOR FORMS

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



Tools for Mentor Support & Feedback

Intern Self-Assessment & Goals Tool
Use this form with Interns to help them 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 with your Interns and form habits of professional reflection. Use it to acknowledge successes, bring focus to your ongoing work together, and set continuous goals for improvement. By using this tool regularly, and by completing it in collaboration with your Intern, you can celebrate progress, prioritize issues to address, and identify concrete next steps. Consider completing the form together for closure at the end of a learning-focused conversation. This form provides immediate feedback, and documents an Intern's professional growth (more information on page 20).

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

CIT Intern Reports



Intern Status Report (completed by Mentor)
First Status Report due at November Forum. Second Status Report due at March Forum.

Intern Report on Mentor (completed by Intern)
Submit with Intern Status Reports in March and November.

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

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

Intern Final Report (completed by Mentor)
Recommendation for Continuation
Submit in May/June at Mentor Review of Records.

Paperwork Checklist for CIT Mentors Supporting Interns

Month	Task
August-September	Complete or Update CIT Mentor Data Google Form .
	Initial Contact with Intern; First Meeting.
	Complete CIT Teacher Data Google Form (for each teacher you support).
	Complete/Discuss CIT Intern Self-Assessment (not submitted).
	Track contacts, take notes in Mentor Log (not submitted, ongoing).
September-June Ongoing	Provide written feedback with CIT Collaborative Mentor-Intern Feedback Form. Share with Intern (ongoing).
	Introduce yourself to Intern's administrators (contact monthly).
	Open CIT Google Classroom Mentor Calendar (update monthly).
	Visit Intern. Track contacts, take notes, collect evidence in Mentor Log. Provide Written Feedback with CIT Collaborative Feedback Form. Contact CIT Office if Intern is struggling. Complete/Discuss/Sign/Submit Statement of Concern, if needed. Update CIT Google Classroom Mentor Calendar (monthly). Contact Intern's Administrator and/or Principal (monthly).
October-November	Prepare/Complete/Discuss/Sign/Submit First Intern Status Report (due at November Mentor Forum).
	Intern completes Intern Report on Mentor . Discuss/Sign/Submit with Intern (due at November Mentor Forum).
	Schedule CIT Panel Observation and Mentor Peer Observation (any time before March 31)
December-March	Complete/Sign/Submit Intern of the Year Nomination, if applicable (by February 15).
	Prepare/Complete/Discuss/Sign/Submit Second Intern Status Report (due at March Mentor Forum)
	Intern completes Intern Report on Mentor . Discuss/Sign/Submit with Intern (due at March Mentor Forum). Schedule/Complete/Submit CIT Mentor Peer Observation (by March 31).
April-June	If not recommending Intern for continuation, consult director and complete Intern Final Report by April 15.
	Complete/Discuss with Intern the CIT Intern End-of-Year Self-Assessment (not submitted).
	Prepare/Complete/Discuss/Sign CIT Intern Final Report (by May 25). Submit to CIT Panel Contact at Mentor Review of Records Meeting. Printout CIT Google Classroom Mentor Calendar and PD Log. Submit to CIT Panel Contact at Mentor Review of Records Meeting. Complete CIT Mentor Review of Records meeting with CIT Panel Contact.

Ongoing Mentor Training

CIT Professional Learning Catalog

Updated March 9, 2019

Register at www.rcsdk12.truenorthlogic.com. Please send questions to Annmaria.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 Annmaria.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: Annmaria 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: Annmaria 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.)

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.)

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

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.

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](mailto:Stefan.Cohen), 585-262-8541

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

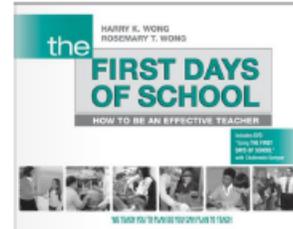
CLASSROOM MANAGEMENT—PROCEDURES

(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

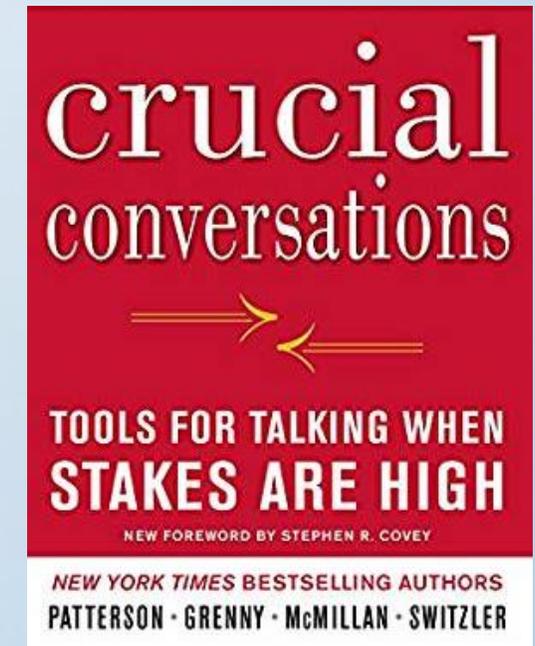
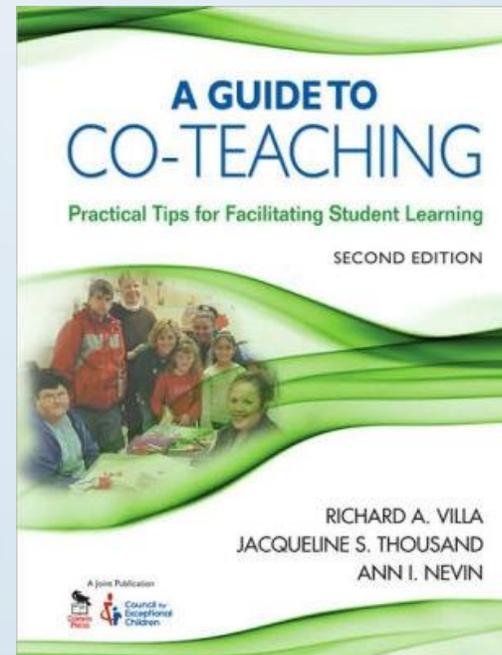
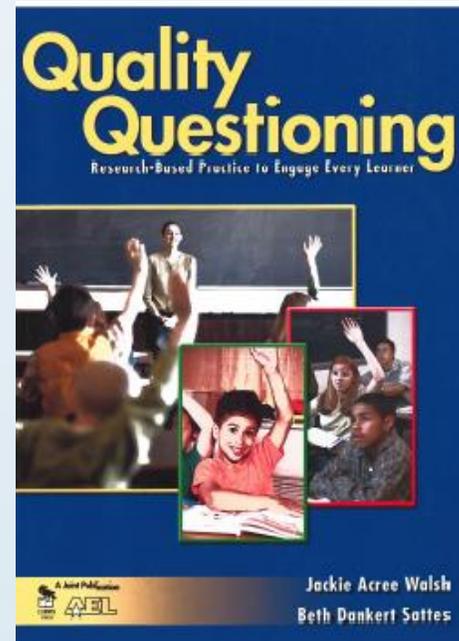
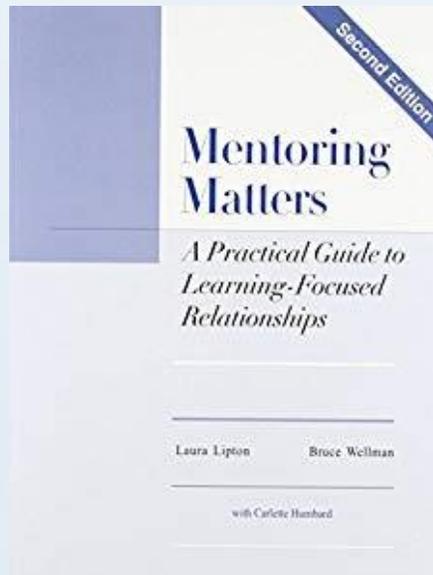
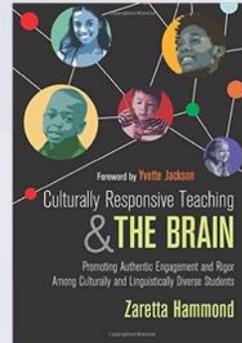


You should also use the Teachscape rubric language in **Domain 2** as another Third Point:

Culturally Responsive Teaching for CIT Mentors and Interns

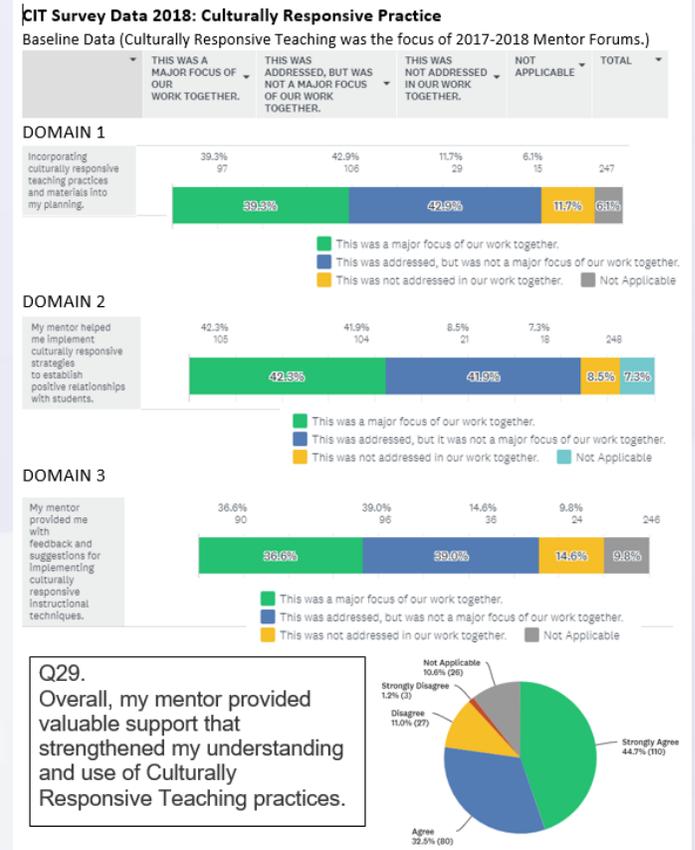
February-April 2019

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



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 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 31 st .
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

Lead Teacher Assigned as Mentor: _____	Reviewed By: Stefan Cohen
Intern Names: _____	Date of Review: January 5, 2015
_____	Date Received: December 19, 2014

COMMENTS/CONCERNS ABOUT STATUS REPORTS:

Missing reports (list intern names): _____

Missing signature(s): Please sign and return to CIT Office

Clear, direct statements of intern strengths/weakness

Information useful for CIT Panel decisions

Insufficient observations (Please list the specific dates and times when you were in your interns' classes)

Not enough information: More details needed or _____ report to support "Effective" ratings.

Quality of information: not specific, inconsistent, illegible, etc.

Other: _____

Thank you for your hard work with _____ You logged an impressive number of observations and conferences this fall. You have provided a few good examples of her strengths in the classroom.

Domain 1 Planning and Preparation
You highlighted several important qualities of _____'s teaching in this section. Some of these address rubric components from other domains. Greeting students by name (2a), recording contacts (4b.c), paperwork (4b), PD (4e). More detailed examples from Domain 1 components are needed to support the "Effective" rating.

Domain 2 Classroom Environment
You have provided some good examples to document _____'s struggle in this domain with classroom procedures. Do be careful about assumptions about her emotional state (words like "overwhelmed"). Better: _____ struggles to respond when handling multiple student requests." To strengthen this section, please include a more specific description of her transition routines, and some examples of the learning environment (2b). You might consider including specific goals for instituting routines and procedures to address the issues you identify.

Domain 3 Instruction
As with Classroom Environment, you have identified the most important aspects of practice needing improvement. Now she needs specific, attainable goals. For example, something like "For the next few observations, _____ will implement and enforce procedures for discussion and we will analyze if there is increased participation." Or _____ will focus on selecting student groups that will further his instructional goals."

Domain 4 Professional Responsibilities
These are good examples from this domain. Is _____ seeking any specific PD to address the issues described in the other domains?

CIT Panel Status Report Review (continued)

LEAD TEACHER ASSIGNED AS MENTOR

Comments/Concerns about Intern Report on Mentor:
These pressing interns clearly value your support, especially in encouraging them to reflect on their practice. _____ checked almost every box on this report and acknowledges the value of your "constructive criticism." _____ has found your input "valuable." _____ listed several areas she would like to work on. I look forward to hearing about them in your Spring report.

Action needed or taken:
Please make sure _____ signs her Intern Report on Mentor.
I look forward to visiting your classroom next week. Keep up the good work!

Please return signed report to the CIT Office CO-3 by:

CIT Reviewer's Signature: _____	Date: _____
LT/Mentor's Signature: _____	Date: _____
Conference indicated: _____	Date: _____

The LT/Mentor has the right to respond in writing to any CIT Panel comments or comments provided by interns. You may attach your comments to this form.

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

Lead Teacher Assigned as 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**

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:
I enjoyed watching your conference with this promising intern. You have established a supportive and comfortable relationship with Ms. XXXX. She clearly values your support and suggestions. We sat in the enclosed reading room due to testing, but you positioned yourself in a way on the bench that encouraged full attention.

You quickly established a focus for the conference. Transitions. You used an effective opening question: "What do you feel are some strategies that have been successful?" You effectively used patient "wait time" and as a result, Ms. XXXX moved without prompting from a frustration ("no time to set up") to an acknowledgement that she was doing some productive things ("give kids heads up, wind down, ask kids to help, push in chair"). You guided her to consider a strategy ("I could add this to my expectations"). This conversation also pointed to the value of the CIT Day you arranged. Ms. XXXX had "noticed that you used student helpers and liked the idea. You then effectively made suggestions that reinforced the value of the strategy and made me more likely she would try applying it ("keep the system easy").

I was impressed by the way you listened for Ms. XXXX's perspective and chose to accept her decision about how to track student helpers. Instead of trying to correct her, you encouraged her to think about the issue of making sure everyone would get an opportunity to be the helper. She adjusted her plan accordingly. You then extended her thinking asking her to identify precise roles for students ("How would they help?").

CAREER IN TEACHING Lead Teacher Assigned as Mentor Observation Form (continued)

You asked Ms. XXXX "if you could wave a magic wand..." I liked how you emphasized the need to continually reflect on her practice, and the way you built on her reflection with follow-up questions to help her act on her concerns about transitions. Very nice.

Your exchange with Ms. XXXX about lining up at the end of the period illustrated the power of using "wait time" and "phased forms" in your questions. You started with, "What are some directions that might... help achieve the desired line-up behaviors?" I could tell that you were eager to share some suggestions, and in this one instance you couldn't hold back (2)! Before she answered, you re-asked the question, but switched to "any directions" and sure enough, she seemed to be searching for a correct answer. You soon followed with the excellent suggestion of a "Question of the Day." No harm done. She was fully engaged in the question, and still had some ideas of her own. It is a good reminder, though, to allow time for her thoughts first, prior to shifting into a consulting stance. I like that you built this discussion into a well-focused plan for the CIT Day visit. The next step would be to nail down the strategy that she wants to try and make it the focus of the next visit or conference ("Try the _____ strategy and I'll pay close attention to how it works" or "Try it and we'll talk about how it went").

It appears that your support has enabled her to truly take charge of the library, and that she has a vision for what she wants it to become. I hope she follows up on our suggestion to pro-actively advocate for what she needs in the library for next year. Nice work!

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:

INEFFECTIVE **DEVELOPING**

Observer's Signature: _____ Date: **1/23/15**

To be completed by Lead Teacher/Mentor being observed:
I have read this observation report and I do / do not agree.

Lead Teacher-Mentor's Signature: _____ Date: **2/3/2015**
A Lead Teacher may attach a written response to this form. Please return form to CIT Office.

CIT Panel and Peer Oversight

Career in Teaching

Lead Teacher-Mentor Peer Observation Reflection

(To be completed by Mentor after observing Mentor colleague conferencing with Intern/Professional Support)



Lead Teacher-Mentor observing and completing this reflection: _____

Lead Teacher-Mentor being observed in conference: _____

Intern or Professional Support Teacher being observed in conference: _____

Date: _____ Time: _____ Place of Observation: _____

Activities Observed (check as many as apply):

- Mentor-Intern pre-conference
- Mentor-Intern post conference
- Observer conference separately with intern
- Other (describe): _____
- Mentor observing lesson
- Mentor-Administrator
- Observer conference with building administrator

Brief Reflection:

1. What was effective about the Mentor-Intern conference you observed?

2. What strategies/questions/approaches did you observe that you might consider using in your own mentoring work?

3. Any additional comments:

Observer's Signature: _____ Date: _____

Signature of Mentor being Observed: _____ Date: _____

Did the two mentors have an opportunity to discuss this observation/reflection? Yes No
If "Yes," please note any additional insights from that discussion:

Lead Teacher may attach a written response to this form. Please send copy of signed form to the CIT Office.

CIT Lead Teacher-Mentor Peer Observation Reflection Form (approved by CIT Panel, August 2016)

Career In Teaching Program - Review of Written Records

Note: This review is to be completed by a CIT Panel Member for inclusion in the CIT file.

Lead Teacher Assigned as Mentor _____ Date of Review _____

Reviewed by _____

Records	Comments
Calendar	<input type="checkbox"/> Updates monthly on CIT Google Classroom. <input type="checkbox"/> Will update by _____ <input type="checkbox"/> Was unaware of requirement or unable to complete.
Mentor Log (Mentor's green spiral or equivalent, notes, correspondence, etc.)	
Written Feedback for Intern (Feedback forms, etc.)	
Copies of Intern Status Reports, Intern Reports on Mentor, and Status Report Reviews	<input type="checkbox"/> Complete and Submitted <input type="checkbox"/> Missing Items (explanation)
Professional Development Logs (Workshops attended and/or presented)	Notes on Mentor PD: <input type="checkbox"/> Mentor PD Log Total Hours _____ Attach PD Log to this form.
CIT Panel Observation	<input type="checkbox"/> Conducted by _____ Date: _____ <input type="checkbox"/> Not conducted (explanation)
Peer Observation and Reflection	<input type="checkbox"/> Observed Mentor _____ Date: _____ <input type="checkbox"/> Not conducted (explanation)
Mentor Self-Assessment (for New Mentors Only)	<input type="checkbox"/> Submitted today <input type="checkbox"/> Already sent to CIT <input type="checkbox"/> Will send to CIT by June 15 th
Other Comments	

Quality of Written Records

Proficient Needs Improvement

CIT Reviewer's Signature: _____ Date _____

LT/Mentor's Signature: _____ Date _____

A LT-Mentor may attach a written response to this form. Please return signed form to CIT Office, CO-2.

Find blank forms at the CIT website Governing Panel Resources page: www.rcsdk12.org/Page/44558

MENTOR REAPPLICATION SCORING RUBRIC

Name of Mentor: _____ Name of CIT Panel Reviewer: _____

Tenure Area: _____ Work Location: _____ Experience: _____ Reviewer: #1 #2 (circle one)

Directions: Place an "X" in the box that correlates with the score for each question. After two Panel members have scored the reapplication, add up the total score (including items #11-14) and write the total score at the bottom.

QUESTION (If actual experience does not provide relevant example, describe how one might approach the scenario or issue.)	3 - STRONG EVIDENCE Clearly, fully developed with relevant, thoughtful, specific examples	2 - CLEAR EVIDENCE Relevant examples, underdeveloped	1 - WEAK EVIDENCE Somewhat relevant and/or unclear, vague examples	0 - LITTLE OR NO EVIDENCE Confused or incorrect analysis of practice, largely undeveloped
1. Clear, valid reasons for wanting to continue in position; passion for students, profession; support-oriented; inspiration for own work, giving back.				
2. Specific goals and plans for improvement; clear evidence of reflection.				
3. Clear specific examples that show how mentor assists intern to prepare for first week with students, Resources, strategies, Not just advice and suggestions				
4. Clear understanding of culturally responsive practices; concrete examples of resources and effective support.				
5. Clear example of effective handling of Environment or management challenge. Evidence of readiness to support with strategies, resources, approach.				
6. Clear examples that show how mentor works to improve Intern teaching practice; feedback, goal setting, co-planning, modeling, rubric "third point," etc.				
	RE-APP PART TWO TOTAL READER #1: _____ (18)	RE-APP PART TWO TOTAL READER #2: _____ (18)	RE-APP PART TWO TOTAL: _____ (18)	
7. Review of Mentor's Records & Performance (comments below)	Records Complete; Consistently Well Done; High-quality mentoring; Attends All Sessions (10)	Most Records Complete; OK but inconsistent; Medium-quality mentoring; Attends Most Sessions (5)	Incomplete records, need improvement; Mentoring concerns; Attends few sessions (0)	REVIEW OF RECORDS SCORE: _____ (10)
	8. Reference from current Principal	Highly recommend (2) Recommend (1) Concerns: (0)	Principal Reference: _____ (2)	
	9. Reference from current RTA Rep	Highly recommend (2) Recommend (1) Concerns: (0)	RTA Reference: _____ (2)	
	10. Evaluation: RCSD Observation Score	Highly Effective (2) Effective (1) Developing (0)	Evaluation: _____ (2)	
TOTAL RUBRIC SCORE: _____ (34)				
0-19: Mentor Is Not Renewed 20-26: Mentor must be interviewed 27-34 Mentor is Renewed				

CIT Interns of the Year



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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





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.