



Career in Teaching:

New Teacher Mentoring, Professional Support, Independent Evaluation

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

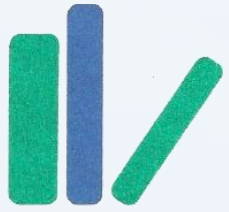
Stefan Cohen

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 Independent Evaluation (formerly “Peer Review”); and
- providing teachers with career options that do not require them to leave classroom teaching to assume additional responsibilities and leadership roles



Peer Assistance and Review for New Teachers: Taking Charge of Our Profession

The AFT has long supported peer assistance and review (PAR) programs, and provides support to locals that want to institute a PAR program. PAR ensures

- (1) that new teachers get the professional development and support they need from experienced, expert teachers;
- (2) that only capable, well-prepared teachers who meet high entry standards are offered permanent positions; and
- (3) that unions and experienced teachers help set the standards for all teachers.

PAR programs must be devised **collaboratively** by the district and the union. They must be **coherent and ongoing**, and must **encompass hiring and orientation; intensive professional development, support and mentoring**; and **a final review** that determines whether each aspiring novice meets high standards of practice. In addition, PAR programs must include the following characteristics:

- **High quality teachers, selected through a fair and quality-conscious process**, who are responsible for mentoring and assisting new teachers, preferably on a full-time basis.
- **District provided training, time, resources and responsibility** for expert teachers to mentor new teachers through at least their probationary period.
- **Expert teachers** who are responsible for making wise, tough, evidence-based recommendations to decision-makers about whether a new teacher merits continuing employment.
- **Recommendations** that are based on agreed-upon, transparent, evidence-based professional standards.
- **Adequate and sustained budget support** guaranteed through the regular district budget.

http://www.aft.org/sites/default/files/fs_par_2010.pdf

Why Do Teachers Leave?

Increasing the number of teachers entering the profession is one strategy for reducing the teacher shortage, but we also need to address the persistent problem of teacher turnover. Each year, more than 200,000 teachers leave the profession, with nearly two out of three leaving for reasons other than retirement. *What is contributing to the teacher exodus?*

Inadequate Preparation

Beginning teachers with little or no preparation are 2½ times more likely to leave the classroom after one year compared to their well-prepared peers.

Lack Of Support For New Teachers

New teachers who do not receive mentoring and other supports leave at more than two times the rate of those who do.

Challenging Working Conditions

Teachers often cite working conditions, such as the support of their principals and the opportunity to collaborate with colleagues, as the top reason for leaving.

Dissatisfaction With Compensation

Beginning teachers earn about 20% less than individuals with college degrees in other fields, a wage gap that can widen to 30% for mid-career educators.

Better Career Opportunities

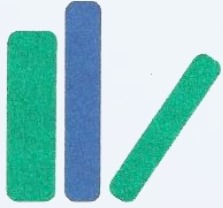
More than 1 in 4 teachers who leave say they do so to pursue other career opportunities.

Personal Reasons

More than 1 in 3 teachers who leave cite personal reasons, including pregnancy and child care, as extremely or very important in their decision.

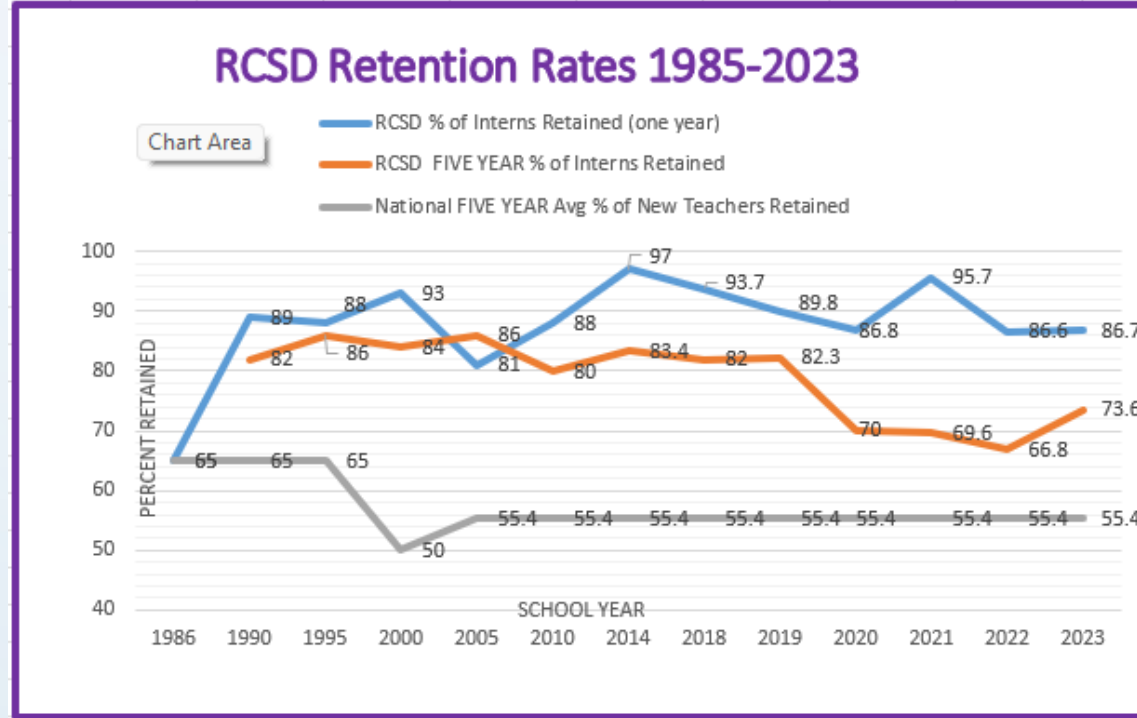
Lack Of Support For New Teachers

New teachers who do not receive mentoring and other supports leave at more than two times the rate of those who do.



CIT Program Goals:

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



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.

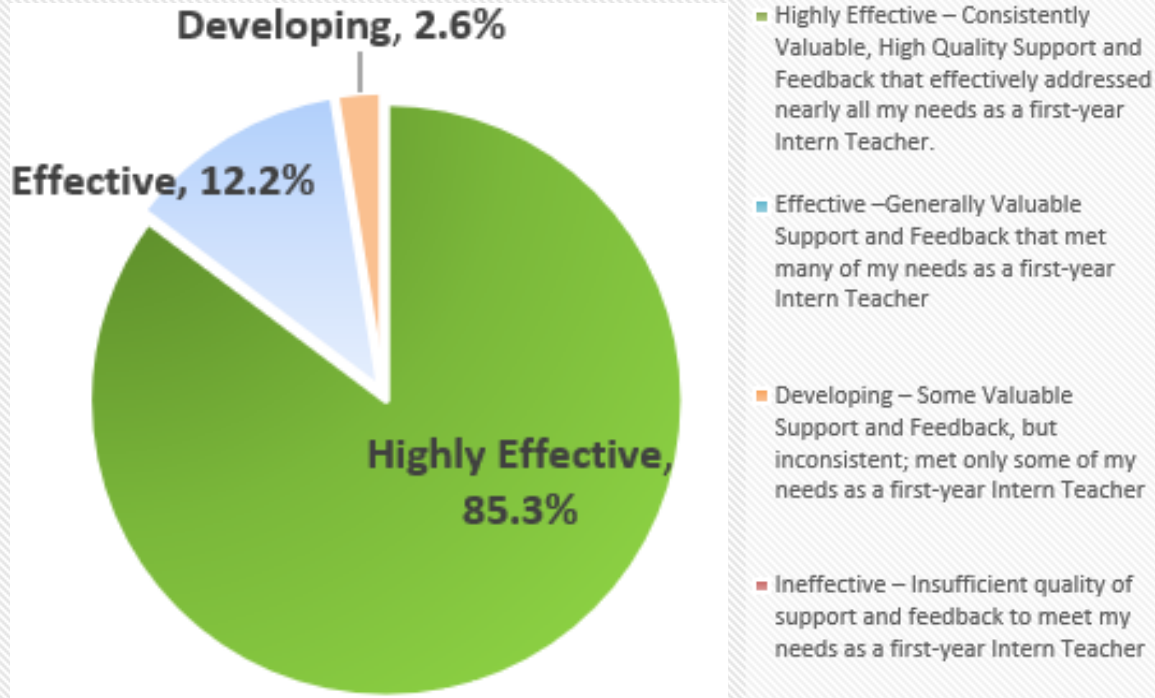
2022-2023 to 2023-2024 RCSD new teacher retention rate was 86.7%	2021-2022 to 2022-2023 RCSD new teacher retention rate was 86.4%
Compared to 88.1% nationally (65% in RCSD prior to CIT program)	
2018-2019 to 2022-2023 RCSD new teacher Five-year retention rate was 73.6%.	2017-2018 to 2021-2022 RCSD new teacher Five-year retention rate was 66.8%.
Compared to 55.4% nationally*	

CIT Support Numbers as of 10/22/2024

CIT Support Cumulative Totals (includes completed or resigned)	2024-2025 (as of Oct 22, 2024)	2023- 2024	2022- 2023	2021- 2022	2020- 2021	2019- 2020	2018- 2019
INTERNS TOTAL	190	286	349	129	37	218	372
Prof Support RESIDENT	53	56	32	50	55	91	83
Prof Support TENURED	14	15	19	31	51	33	22
Prof Support Uncertified & LT Sub	19	35	56	29	14	20	37
Teachers needing Mentor Support	276	392	456	239	157	362	514
Teachers Receiving Independent Evaluation		38	52	55	81	123	136
Lead Teacher-Mentors Activated (as of Oct 22, 2024)	157 (81.8%)	169 (91.8%)	158 (98.1%)	102 (67.1%)	74 (44.0%)	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?



Data from CIT Intern-Teacher Survey 2024 (156 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.”

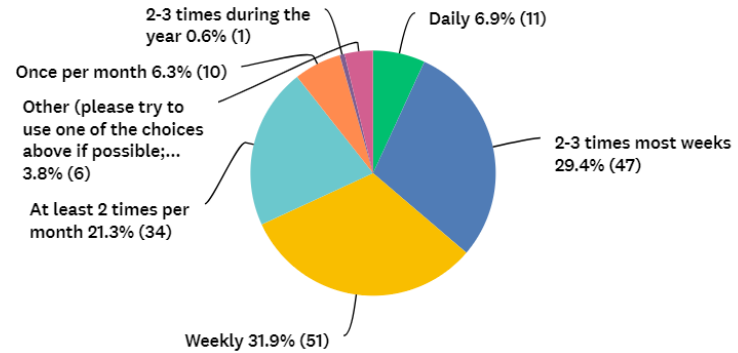
“The CIT Intern-Mentor program was vital to my experience as a new teacher in the Rochester City School District. Having a mentor helped me to understand the intricacies of the Danielson rubric and how to apply them to my new teaching assignment.”

“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!!”

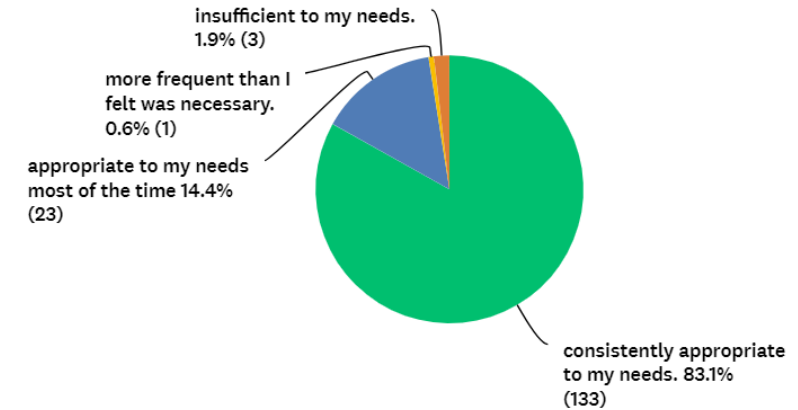
My mentor was in contact with me approximately (include classroom/office visits, Zoom visits, phone calls, emails, texts, meetings outside of classroom)

Answered: 160 Skipped: 4



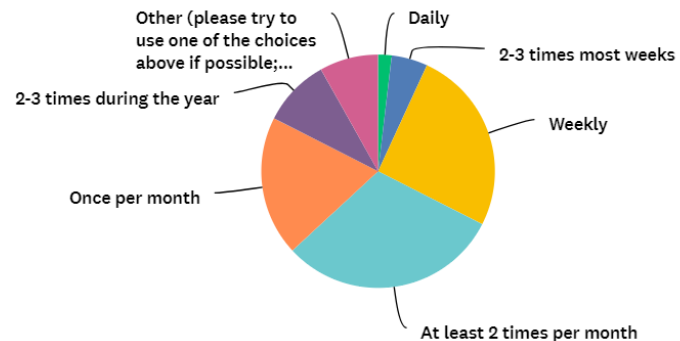
The frequency of contact with my mentor was

Answered: 160 Skipped: 4



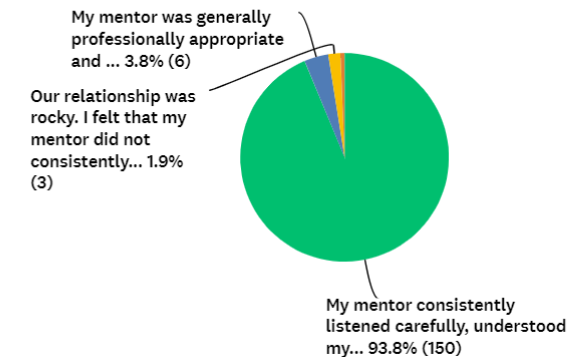
Over the course of the school year, my mentor visited me to observe my work (in person or via Microsoft Teams/Zoom) approximately:

Answered: 160 Skipped: 4



Which of the following best describes your interactions with your assigned Lead Teacher-Mentor?

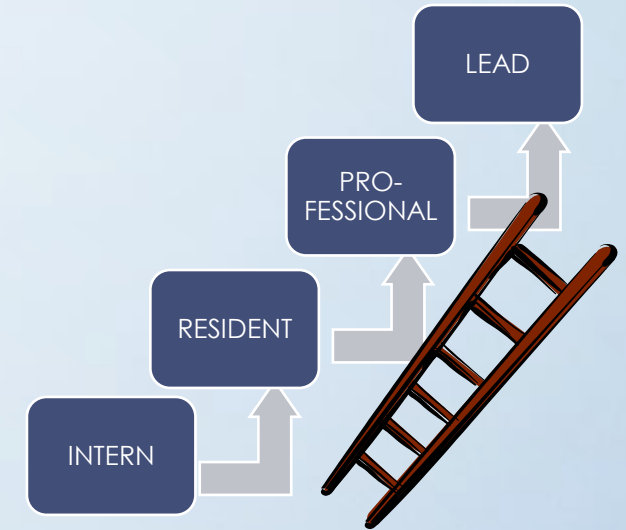
Answered: 160 Skipped: 4



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 Independent Evaluation
- Tuition Reimbursement
- NY State Certification



Career in Teaching Program

New Teacher Mentoring

Professional Support

Independent Evaluation

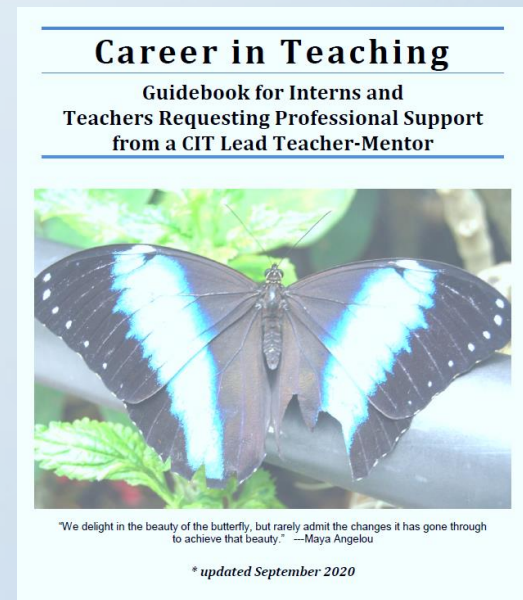
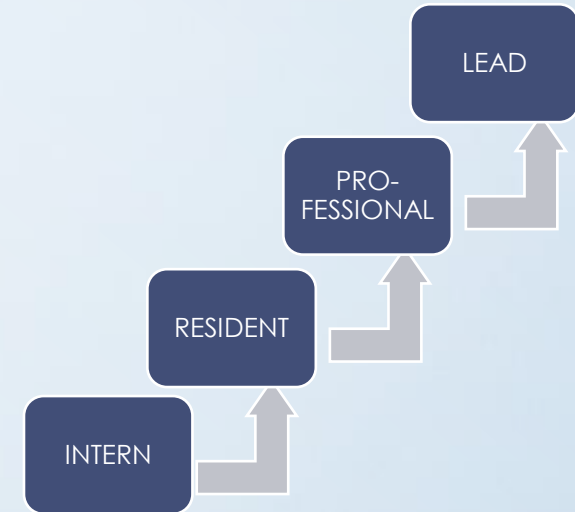
www.rcsdk12.org/CIT

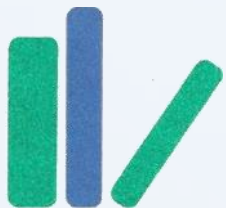
*While your work will be primarily with first-year **Intern Teachers**, CIT provides several other types of support:*

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

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

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





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

2024-2025 CIT Governing Panel

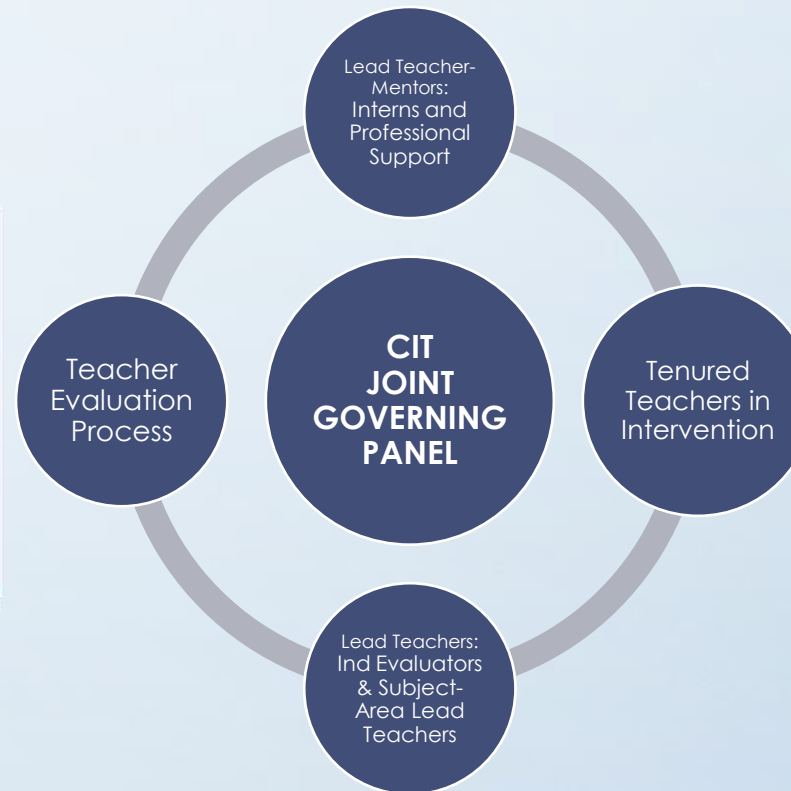
CIT Panel Contractual Responsibilities

RTA Members:

Kristen Betzenhauser, ESOL Teacher, Freddie Thomas Middle School
Stefan Cohen, CIT Program Director, Social Studies Teacher
Martha Keating, RTA Labor Relations Consultant
Sharon Key, Kindergarten Teacher, Abraham Lincoln School #22
Matthew Lavonas, RTA Secretary
Alexis Leslie, ESOL Teacher, Dr. Martin Luther King School #9
Aimee Rinere, RTA Treasurer

RCSD Members:

Thomas Anderson, Assistant Principal, Loretta Johnson Middle School
Kathryn Arzuaga, Academy Director, Early Childhood
Akilah Collins, Principal, Ida B. Wells-Barnett School #34
Stephanie Knapp, Director of Specialized Services
Christopher Miller, Chief of the Office of Human Capital
Enkela Paco, Executive Director of Mathematics
Kara Reidy-Vedder, Director, Staff & Educator Effectiveness



Career in Teaching (CIT) Governing Panel Member Manual 2024-2025

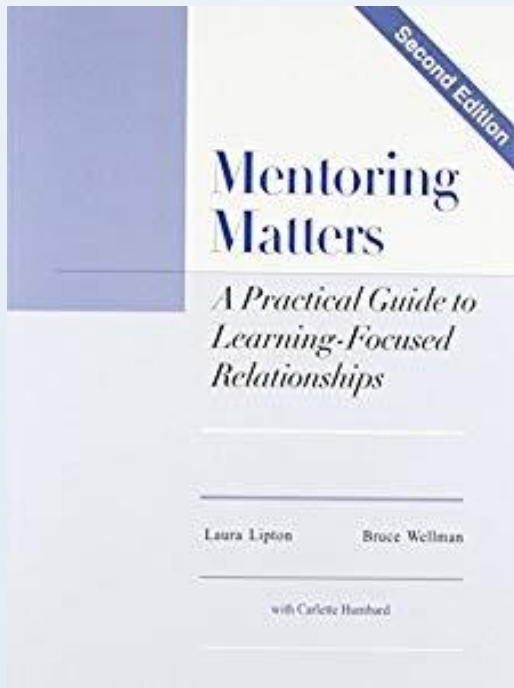


Responsibilities of the CIT Governing Panel

- 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

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
www.rcsdk12.org/CIT
585-262-8541



Building Trust

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

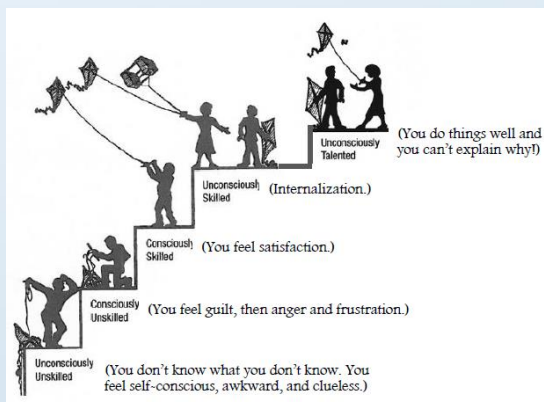
"Supporting someone willing to make changes, guiding them toward stretching and improving, giving them useful feedback, and otherwise jumping into their life requires a high level of trust from both parties."
(Barkley, 2010, p.40)

"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



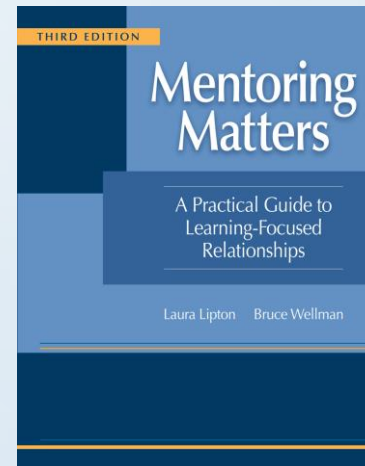
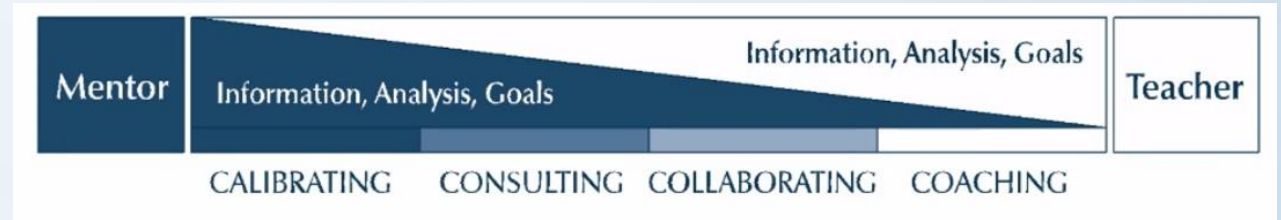
Confidentiality

- ☐ 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.

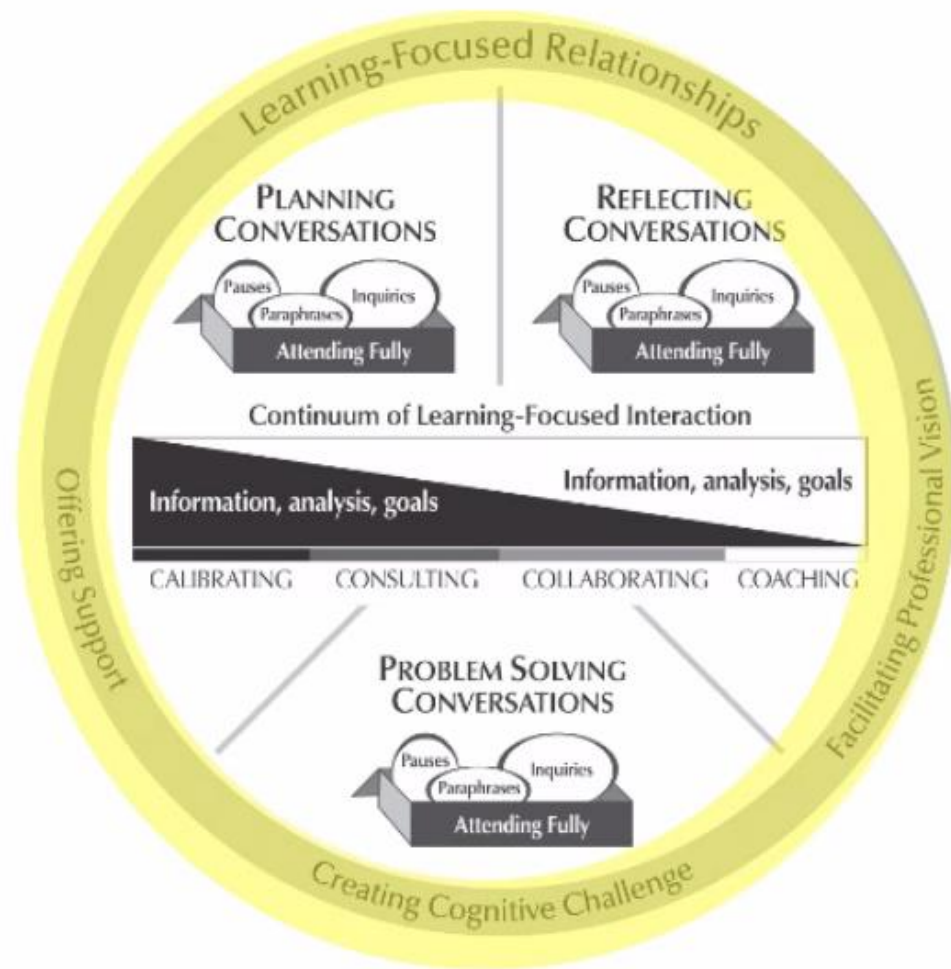
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Learning-Focused Relationships



- ***Attending Fully***
- ***Pausing***
- ***Paraphrasing***
- ***Invitational Inquiries***



Ongoing Formative Assessment

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

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, <i>ongoing</i>). Provide written feedback with CIT Collaborative Mentor-Intern Feedback Form. Share with Intern (<i>ongoing</i>). Introduce yourself to Intern's administrators (<i>contact monthly</i>). Open CIT Google Classroom Mentor Calendar (<i>update monthly</i>).
September-June Ongoing	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 (<i>monthly</i>). Contact Intern's Administrator and/or Principal (<i>monthly</i>).
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.

Forms and other Resources at www.rcsdk12.org/CIT/Resources

Intern Status Report

Date Completed: [REDACTED] Panel Contact: [REDACTED]

Career in Teaching First Intern Status Report

Intern Name	[REDACTED]	School	[REDACTED]
Mentor Name	[REDACTED]	Job Assignment	grade 5
Observation Dates/Time	9/19 (9:00 - 9:00), 9/20 (9:00 - 9:00), 9/27 (9:00 - 9:00), 9/28 (9:00 - 9:00), 10/19 (9:00 - 5:00), 10/20 (9:00 - 12:00), 10/30 (9:00 - 12:00), 11/1 (9:00 - 9:00), 11/14 (9:00 - 9:00)		
Conference Dates	9/20, 9/19, 9/28, 9/27, 9/29, 10/19, 10/20, 10/30, 10/31, 11/1, 11/14, 11/20, 11/21		

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

DOMAIN 1: Planning and Preparation
Demonstrates knowledge of content to be taught; demonstrates knowledge of students when planning; uses instructional resources; demonstrates knowledge of resources; designs relevant instruction based on NYSED Content Core Design Standards; designs relevant instruction for diverse learners; designs student assessments that assess and is instructional outcomes and that guide planning

Effective	Developing	Ineffective
-----------	------------	-------------

[REDACTED] comes to the Rochester City School District with 13 years of teaching experience in his home country of [REDACTED]. He has a clear background in education and demonstrates understanding of child development, educational pedagogy and standards-based instruction. Over the past few months, he has become familiar with New York State Standards and the district's curricular resources and expectations. He understands the importance of planning and preparation and uses the district resources to plan for instruction weekly.

[REDACTED] understands his students' learning strengths and needs. From the beginning of the school year, he has taken time to get to know his students and their learning needs. He reviews district and school-based assessment data and understands the varying levels of academic need in his classroom. He plans generally for whole group instruction and attempts to provide differentiated support during independent practice and application work time.

[REDACTED] uses district created slides for math, resources from Amplify for Science, ~~Wonders~~ resources for ELA and ~~OpenUp~~ for Social Studies. These resources often include learning targets that he will share with students at the onset of the lesson. He often begins lessons with a connection to previous learning or lessons and attempts to have students make real-world connections to the content. While lesson planning, [REDACTED] relies on the district curricular resources to plan his instruction. At times, he will also incorporate supplemental materials that have been shared by his grade level colleagues or ENL teachers.

The learning activities and materials are aligned with instructional outcomes and represent moderate challenge. There is little differentiation of content for students working above or below grade level. Most lessons follow a similar routine with whole group instruction followed by some guided or independent practice. There is seldom lesson closure or wrap up once students have transitioned to small groups or independent practice. Assessment of student work includes district and school-based assessments along with some formative assessments such as exit tickets in math.

Revised September 2023

CIT Intern Status Report page 1

DOMAIN 2: Classroom Environment
Creates an environment of respect and respect; establishes a culture for learning; manages classroom procedures and routines that support student learning; manages student behavior; organizes physical space to promote high learning

Effective	Developing	Ineffective
-----------	------------	-------------

[REDACTED] understands the importance of building rapport with his students and has tried throughout the year to make meaningful connections with his students with uneven results. He has been successful in making connections with some of his students, and those students demonstrate high levels of respect for him as their teacher. He has been unsuccessful in making these same connections with other students, and as a result, interactions with those students tend to be strained. This has also resulted in a classroom culture that is uneven. Some students demonstrate a commitment to learning and are motivated to complete their work and absorb the content. Other students demonstrate minimal to no commitment to their learning. These students tend to either comply with teacher directives to complete tasks with minimal effort or they ignore the directives and engage in off-task behaviors that interrupt the learning environment. For example, during a science lesson on "Cloud in a Bottle", out of the 11 students in the room, 4 students participated in the discussion to complete the reflection questions based on the previous day's experiment. 3 of the 11 students worked at the back table, refusing to participate in the discussion but completed the questions, while 4 other students did not comply at all and participated in other activities (playing computer games, putting on make-up/filing nails, sleeping) despite the teacher's attempts to redirect them.

[REDACTED] attempts to manage classroom procedures with uneven results. He has attempted to establish procedures for lining up, walking in the hallway, returning ~~classbooks~~ to the cart. However, these attempts have yielded uneven results. Some students follow the established procedures and are verbally praised for their compliance. Other students do not follow the procedures and behaviors are ignored or not addressed consistently. Students struggle to manage their own materials and will often misplace their ~~baggage~~ or ~~materials~~ books, worksheets and other resources. Students demonstrate a need for intensive support with organization of materials, including folders, notebooks and pencils; however, they are not receptive to this support.

[REDACTED] attempts to maintain order in the classroom. Expected classroom behaviors are posted at the back of the room along with responses to unexpected behaviors. These standards of conduct have been established and discussed, but their implementation has been inconsistent. There is minimal reference to these posted rules or responses. When [REDACTED] gives a direction, some students comply while other students ignore the direction. Some students interrupt the learning environment and their comments and actions are sometimes ignored and sometimes addressed. On several occasions, there have been physical alterations in the classroom and students have been removed by an SSO, only to be returned to the classroom. [REDACTED] has reached out to several parents to elicit their support with some of the challenging behaviors with uneven results. Some parents have attended meetings and discussed behaviors with their children; others have refused. He has also sought out the support of his grade level colleagues (buddy teachers) and administration. On some occasions, students are sent to a buddy classroom for interrupting instruction; on other occasions, the behaviors are ~~ignored~~ or students refuse to leave the room. This inconsistency has led to uneven results in management of student behaviors.

[REDACTED] has rearranged the classroom on several occasions to establish a physical space that supports learning. Students have been seated in rows, groups, pairs and in a variety of partner combinations. There is a small ~~unstable~~ table at the back of the room that is intended for small group work but tends to be used as alternate seating for students. Students demonstrate little to no commitment to maintaining an organized ~~work space~~. There is often trash scattered on the floor, cubbies are filled with old materials, forgotten items and the classroom is generally in disorder. A few students take time to sweep, often during instructional time.

Revised September 2023

CIT Intern Status Report page 2

DOMAIN 3: Instruction
Communicates clearly with students; uses effective questioning and discussion techniques; engages students in learning; facilitates management; grouping of students; instructional materials/resources structure and pacing; uses assessment to monitor/evaluate student learning; assessment criteria; provides effective feedback; manages student self-assessment and monitoring of progress; demonstrates flexibility and responsiveness

Effective	Developing	Ineffective
-----------	------------	-------------

[REDACTED] will use his skills in English and Spanish to communicate with his students. When presenting a lesson, he will often introduce the lesson with a learning target and some teacher-led discussion on what the learning target means. At times, he will present the learning target in both languages. During whole group lessons, [REDACTED] will use some slides and visuals to support the content. He will often present the content in lecture form.

Questions are used throughout the lesson to check for understanding and/or to refocus students' attention to an important concept. All of these questions are teacher-led with one or two students raising a hand to respond. At times, [REDACTED] will call out students with uneven results. Most often, the call out students will respond with "I don't know" or give no response. At times, [REDACTED] will incorporate some higher order thinking questions into the discussion, with uneven results. Some examples of questions asked during lessons include, "Do you think these students will have the same opinion?" What are we learning about? What will her best friend say? What type of test do you find more interesting? What are some things you learned about life in hot/cold and dry places?" Some students respond to these questions with thoughtful responses while others shrug or provide no response. At times, students will be asked to turn and ~~talk~~ and some groups engage in the discussion appropriately while others use it as an opportunity to chat off topic.

Student engagement in the learning activities is uneven. Some students actively engage with the tasks and are eager to demonstrate their learning. Other students are compliant and only focus on completing the task quickly. Still other students (about 5-6) do not engage with the task at all and demonstrate non-compliant, off-task behaviors that are often ignored. There is a recognizable structure to most lessons, however many lessons are interrupted by student behaviors and are unable to be completed.

[REDACTED] will use questions to assess students' understanding of a concept. He will review some exit tickets or student work during work time to assess their ability to apply the concept or understand the content. Assessment yields uneven results as student engagement and compliance with tasks is uneven. [REDACTED] will provide verbal feedback to students during a lesson ("Good job!"). He uses school developed progress checks and district created assessments as evidence of learning and as assessment data.

In reflecting on instruction, [REDACTED] indicates a desire to reach all students but does not incorporate strategies to do so. On many occasions, behaviors negatively impact the learning environment and lessons are interrupted or ended to address behavior incidents. The inconsistency in managing the classroom environment impacts instruction on a regular basis.

Revised September 2023

CIT Intern Status Report page 3

DOMAIN 4: Professional Responsibilities
Reflects on teaching practice to assess the effectiveness of lessons and plans lessons accordingly; identifies areas of growth; communicates with colleagues; reflects on the instructional program and about student progress; participates in the school community and district through collaborative relationships with colleagues; participates in school and district events; develops and grows professionally by participating in professional learning opportunities to enhance content knowledge and pedagogical skill; grows professional skills

Effective	Developing	Ineffective
-----------	------------	-------------

[REDACTED] has demonstrated growth in his practice since beginning the school year. He has been reflective and is open to suggestions and support. As a recent immigrant to the US, he recognizes cultural differences and reflects on these differences and their impact on his practice. He has been open to analyzing his own cultural biases and is adapting to teaching in RCSD. Often times in our learning focused conversations, [REDACTED] will identify areas of strength and areas in need of improvement in his lesson. He seeks support and resources from his colleagues and tries suggested strategies in his practice.

[REDACTED] has maintained accurate attendance records. He completes school and district requirements for progress monitoring, grading and data collection. He completed report cards in a timely manner. He works with his grade level colleagues to identify work samples needed for grading and arrives to stay up to date on paperwork and non-instructional responsibilities.

[REDACTED] communicates with families on a regular basis. He has participated in parent teacher conferences and reaches out to parents, as needed, for support. He has invited parents into the classroom to problem solve for specific students and has developed a positive rapport with most of his families. He is able to use his bilingual skills to communicate with families in their home language, making them feel more comfortable in the school setting.

[REDACTED] meets regularly with his grade level team to plan and reflect on instruction and student learning. He also participates in the bilingual vertical team meetings, discussing the language allocation policy and practices that support the development of bilingual and biliterate students. He collaborates and ~~collaborates~~ with the ENL teachers to plan for ELA instruction. He also reaches out to other support staff (i.e. social worker) to support his students and their needs.

[REDACTED] is certified as an elementary teacher in [REDACTED]. He is working to obtain New York State certification and has completed several requirements toward this goal.

Signatures indicate that the Mentor has reviewed this report with the Intern.
Interns may attach a written response or comments or include in the Digital Signature Form.

[REDACTED] [REDACTED]
CIT Mentor signature Date

[REDACTED] [REDACTED]
CIT Intern signature Date

If this is being signed digitally, type names into the signature boxes above, and the CIT Intern must click [here](#) to complete the CIT Report Digital Signature Form using the Intern's RCSD Google account ([Intern's 7-digit ID]/@rcsd1211.org).

Revised September 2023

CIT Intern Status Report page 4

Intern Report on Mentor

➤ The Intern Report on Mentor is also due with the Intern Status Report and should be completed by the Intern and signed by both the Mentor and Intern.

 Career in Teaching Intern Report on Mentor

Intern's Name: _____ Date: _____
☐ First Intern Report on Mentor
Mentor's Name: _____ ☐ Second Intern Report on Mentor

Please briefly describe in the box below how your CIT Mentor has supported you during your internship. As part of your narrative, please include specific examples of support and/or any specific areas in which you would like additional mentor support. If you need more space, please use another sheet of paper. On the back of this form, indicate specific mentoring activities your mentor has done to support you.

If you have concerns that you would prefer to share confidentially with the CIT Director, please contact the CIT Office (585-262-8541, CIT@rcsdk12.org).

Please complete page two of this form. 

CIT Intern Report on Mentor, approved by CIT Panel 2018 page 1

Please place an 'X' in the small boxes next to the activities your mentor has done to support you.

PLANNING AND PREPARATION	INSTRUCTION
<input type="checkbox"/> Reviewed Professional Goals	<input type="checkbox"/> Collaborated/Consulted about ways to communicate with students (eg. clarity of lesson purpose, clear directions for activities, explanation of content, etc.)
<input type="checkbox"/> Helped to identify important concepts of the discipline	<input type="checkbox"/> Collaborated/Consulted about using effective questions and discussion techniques designed to promote student thinking and understanding
<input type="checkbox"/> Helped to understand how to incorporate knowledge of students into planning	<input type="checkbox"/> Suggested strategies for how to engage students in learning
<input type="checkbox"/> Helped to understand how to set instructional outcomes	<input type="checkbox"/> Suggested ways to use assessment regularly during instruction in order to diagnose evidence of learning
<input type="checkbox"/> Discussed/Reviewed NYS Content Standards and helped to develop lessons aligned with standards Assisted with designing coherent instruction for diverse learners	<input type="checkbox"/> Suggested learning experiences that promote autonomy, interaction or choice
<input type="checkbox"/> Reviewed/Assisted in understanding RCSD Curriculum	<input type="checkbox"/> Helped to analyze student work
<input type="checkbox"/> Helped to procure and understand how to utilize resources	<input type="checkbox"/> Helped to develop IEP as needed
<input type="checkbox"/> Helped to understand how to design formative assessments that correspond to instructional outcomes and that guide planning	<input type="checkbox"/> Modeled a lesson
	<input type="checkbox"/> Co-taught a lesson

CLASSROOM ENVIRONMENT	PROFESSIONAL RESPONSIBILITIES
<input type="checkbox"/> Collaborated/Consulted about ways to create an environment of respect and rapport	<input type="checkbox"/> Asked me questions to help me assess the effectiveness of lessons and to help me reflect on ways to enhance lessons
<input type="checkbox"/> Collaborated/Consulted about ways to establish a culture for learning	<input type="checkbox"/> Explained how to maintain accurate records about student progress
<input type="checkbox"/> Suggested routines and procedures that support student learning	<input type="checkbox"/> Suggested ways to communicate/involve families to support student learning
<input type="checkbox"/> Suggested ways to manage student behavior	<input type="checkbox"/> Encouraged and suggested ways to participate in school and district projects
<input type="checkbox"/> Suggested ways to organize physical space to promote learning	<input type="checkbox"/> Recommended professional development to enhance content knowledge and pedagogical skill
	<input type="checkbox"/> Encouraged collaboration with colleagues

The frequency of visits and contacts from my mentor <input type="checkbox"/> is consistently appropriate to my needs. <input type="checkbox"/> is appropriate to my needs most of the time. <input type="checkbox"/> is more frequent than I feel is necessary. <input type="checkbox"/> is not frequent enough to meet my needs. I need my mentor to visit and contact me more often.	My mentor provides written feedback (Feedback Forms and other written feedback) <input type="checkbox"/> regularly, and it is helpful (highlights positives, focuses our efforts, identifies next steps, etc.). <input type="checkbox"/> sometimes, and it is helpful. <input type="checkbox"/> regularly or sometimes, but it is not particularly helpful. <input type="checkbox"/> sporadically, not very often, and/or not at all.
---	--

If you have concerns that you would prefer to share confidentially with the CIT Director, please contact the CIT Office (585-262-8541, CIT@rcsdk12.org).

Intern's Signature _____ Date _____

Mentor's Signature _____ Date _____

Mentors should turn in this signed form with the signed Intern Status Report to the CIT Office, CO-2

CIT Intern Report on Mentor, approved by CIT Panel 2018 page 2

CIT Sub Days

It is essential that our Interns are observed by you regularly, and that they have opportunities to observe other master teachers. The CIT Office has a limited bank of CIT Sub Days for this purpose. These days should be **well planned and purposeful**. Avoid using CIT Sub Days for tasks or conferences that can be completed outside the school day. **Our goal is to provide consistent support with minimal disruption to school instruction and services.**

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CIT SUB DAY PROCEDURE

When a **Mentor** requests a CIT Sub Day, there are **TWO** steps:

1. It is the responsibility of the CIT Mentor to complete the on-line [CIT Day Request Google Form](#) at least one week **PRIOR** to taking the day. The link and other information can be found on the CIT Mentor Resources page of the CIT Website: www.rcsdk12.org/CIT/Resources. You will need to know:
 - The name of the teacher who will be taking the CIT Sub Day (In other words, who will be absent?)
 - The date for the upcoming CIT Day.
 - Specify Full Day, Half Day/AM, or Half Day/PM
 - The school/work location of the teacher taking the CIT Sub Day
2. Mentors and Interns must also follow **school building procedures** for arranging absences.

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

Please make sure your intern understands and follows the procedures for obtaining a sub at his or her school. **THIS IS VERY IMPORTANT!**

We must make every effort to minimize disruption to school instruction and services. **Advance notice is key to the smooth use of CIT Sub Days.**

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

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

CIT Panel and Peer Oversight

Career in Teaching

Governing Panel Member Manual 2018-2019



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
Date of Review: January 5, 2015	Date Received: December 19, 2014
Intern Names: _____	

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 to _____ 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 in your next report 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 promising 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 chairs"). 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 what 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 "planned 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 (5/1). 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:

☐ EFFECTIVE ☐ 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 (8/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 2018)

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

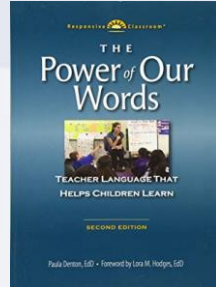
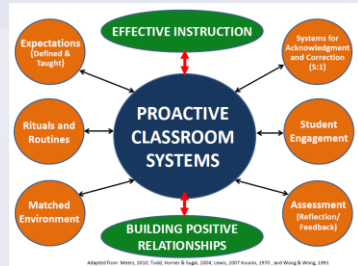
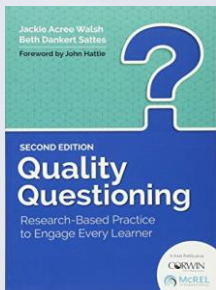
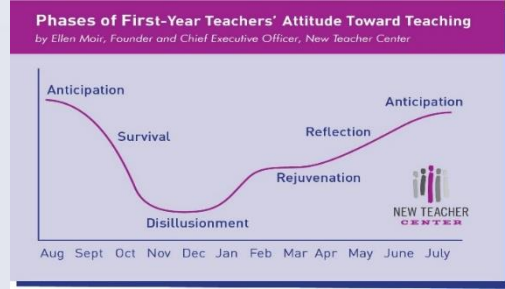
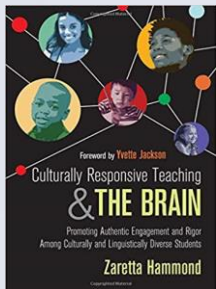
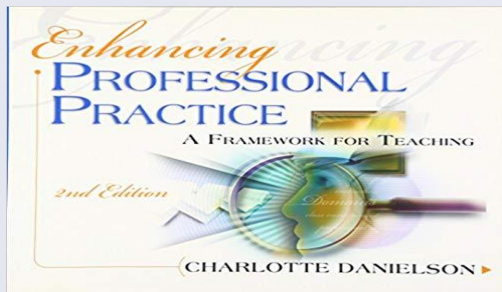
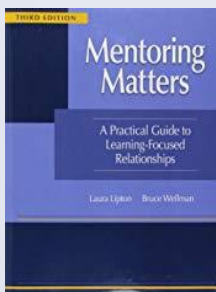
Name of Mentor: _____ Name of CIT Panel Reviewer: _____

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 practice; 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 RECORD \$ 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				

Ongoing Mentor Training



2024-2025 CIT LEAD TEACHER-MENTOR FORUMS & TRAINING

Please note the locations and dates of the forums

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.)

*****TENTATIVE DATES – PLEASE DOUBLE CHECK FOR CHANGES at Website*****

September 16, 2024 4:00-6:00 p.m. **ALL MENTOR FORUM 1: Welcome & Meet Your Panel Contact!**
IN PERSON: Temple B'rith Kodesh, 2131 Elmwood Ave, **Dinner Provided** (Thanks, RTA!)

On-Line MENTOR DATA and INTERN/PROF SUPPORT TEACHER DATA FORMS DUE

October 28, 2024 Optional for experienced mentors, required for new mentors: **STATUS REPORT CLINIC**
3:00-4:15 p.m. OR 4:30-5:15 p.m. **via Microsoft Teams**

November 18, 2024 4:00-6:00 p.m. **MENTOR FORUM 2 Location TBD**
FAIL STATUS REPORT DUE

Schedule PEER OBSERVATION REFLECTION (One observing another Mentor AND One being observed by another Mentor) 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 13, 2025 4:00-6:00 p.m. **MENTOR FORUM 3 Locations TBD.**

February 28, 2025 **INTERN OF THE YEAR NOMINATIONS DUE**

March 24, 2025 4:00-6:00 p.m. **MENTOR FORUM 3 Locations TBD.**
SPRING STATUS REPORT DUE

March 31, 2025 **Peer Observation Reflection Forms** (two) and **CIT Panel Observations** should be completed.

April 25, 2025 If you are not recommending your intern for continuation, you must send a copy of your Intern Final Report directly to CIT by April 25th.

May 19, 2025 4:00-7:00 p.m. **MENTOR FORUM 5: Reflecting & Celebrating – Interns of the Year**
IN PERSON: Temple B'rith Kodesh, 2131 Elmwood Avenue, **Dinner Provided** (Thanks, RTA!)

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

June 6, 2025 **MENTOR REVIEW OF RECORDS** meeting with CIT Panel Contact should be completed.
MENTOR SELF-EVALUATION due for New Mentors.

June 6, 2025 **TENTATIVE: CIT Mentor/Intern Social, Time and Location TBD, RSVP will be requested.**

Dates listed in BLUE are required for NEW mentors.

July 15-18, 2024 12:00-5:00 p.m., NYSUT Conference Center, 1st floor, 30 N. Union St.
NEW MENTOR TRAINING

Please note changes in Location on some dates:

September 30, 2024 4:00-6:00 p.m. **RTA Conference Room A, 3rd floor, 30 N. Union St.**
LEARNING-FOCUSED CONVERSATIONS TRAINING #1
Bring your copy of **MENTORING MATTERS** by Laura Lipton & Bruce Wellman

October 21, 2024 4:00-6:00 p.m. **East High School Collaboratorium, 1801 East Main Street**
LEARNING-FOCUSED CONVERSATIONS TRAINING #2

October 28, 2024 3:00-4:15 p.m. OR 4:30-5:15 p.m.
STATUS REPORT CLINIC via Microsoft Teams

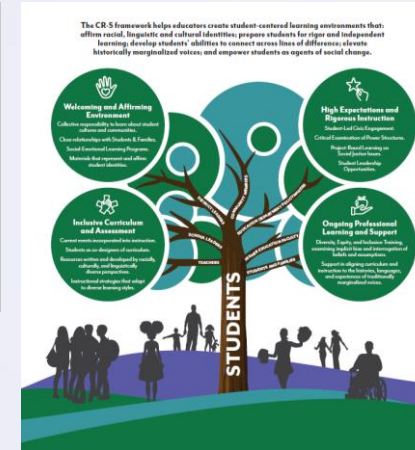
November 4, 2024 4:00-6:00 p.m. **NYSUT Conference Center, 1st floor, 30 N. Union St.**
LEARNING-FOCUSED CONVERSATIONS TRAINING #3

December 9, 2024 4:00-6:00 p.m. **RTA Conference Room A, 3rd floor, 30 N. Union St.**
LEARNING-FOCUSED CONVERSATIONS TRAINING #4

MORE INFORMATION AT www.rcsfk12.org/CIT/Resources **Questions? Call or email** [Stefan Cohen](mailto:Stefan.Cohen@rcsfk12.org), 585-262-8541

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.

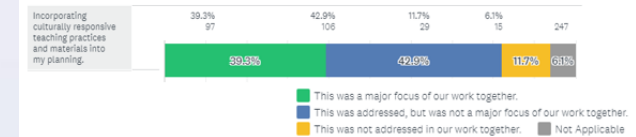


CIT Survey Data 2018: Culturally Responsive Practice

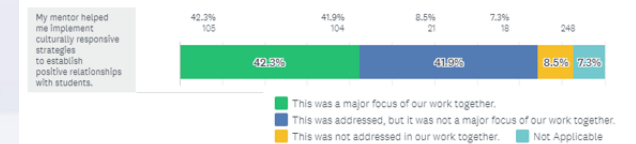
Baseline Data (Culturally Responsive Teaching was the focus of 2017-2018 Mentor Forums.)

	THIS WAS A MAJOR FOCUS OF OUR WORK TOGETHER.	THIS WAS ADDRESSED, BUT WAS NOT A MAJOR FOCUS OF OUR WORK TOGETHER.	THIS WAS NOT ADDRESSED IN OUR WORK TOGETHER.	NOT APPLICABLE	TOTAL
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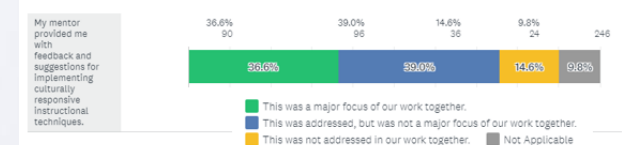
DOMAIN 1



DOMAIN 2

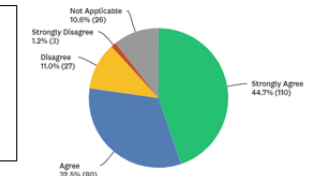


DOMAIN 3



Q29.

Overall, my mentor provided valuable support that strengthened my understanding and use of Culturally Responsive Teaching practices.



Check out the New CIT Website:

www.rcsdk12.org/CIT



Resources for “CIT Interns” & Professional Support

- Tuition Reimbursement
- APPR Evaluation Process Info
- Teacher Evaluation Guide
- Requests for Professional Support
- Intern & Prof Support Guidebook
- Links for Teacher Certification
- Links for PD Incentive and

Check out the Mentor Resources at the New CIT Website!!

[www.rcsdk12.org/
CIT](http://www.rcsdk12.org/CIT)

Career In Teaching (CIT) Program

Career in Teaching (CIT)
Program

About CIT

Information for Teachers &
Service Providers

CIT Lead Teacher - Mentor
Resources

Tuition Reimbursement
Information

Teacher Evaluation Information

CIT Governing Panel

Home > Departments > Career In Teaching (CIT) Program > CIT Lead Teacher - Mentor Resources

CIT Lead Teacher - Mentor Resources



CIT Mentor Handbook



Dates, Checklists and
Online Data Forms



Mentor Forum Materials



CIT Sub Days



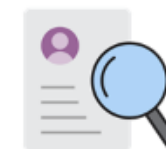
CIT Mentor-Intern and
Professional Support
Forms



Special Area Mentor
Forms



End of Year Items



CIT Mentor Research
and Professional
Learning



Other Mentor Tools

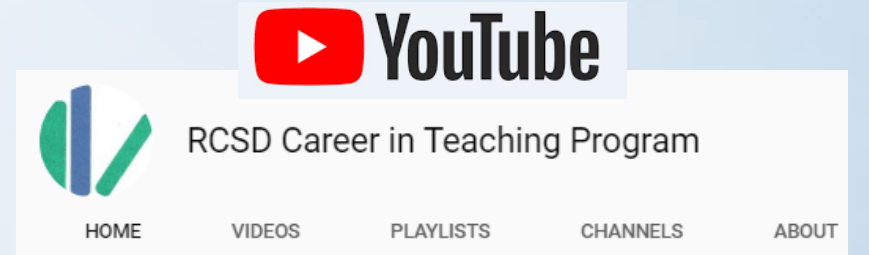
Mentors support colleagues with . . .

- Planning Cohesive, Purposeful Lessons
- Getting to Know Your Students
- Discussing Content Standards
- Locating Resources
- Observing Instruction
- Using Culturally Responsive Practices
- Setting High Expectations
- Encouraging a Positive Classroom Environment
- Post-Observation Conferences
- Using Technology
- Problem Solving
- Analyzing Student Work
- Strengthening Questioning Techniques
- Communicating with Families
- Designing a Professional Learning Plan
- Observing Mentor or other Veteran Teacher
- Discussing Student Case Studies
- IEP Development and/or IEP Meetings
- Modeling or Co-teaching a Lesson
- Reflection toward Professional Growth



2019 Interns of the Year

CIT Interns of the Year



<https://www.youtube.com/channel/UCbMB07r4lmGnlxEkQYMRuCW>



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, Donaki Bonedick, Rachel Reff, Elyse Youngman, Selene Bissani, Mercedes Hollister, Rebecca Laske, Anne Marie LaFave, Anne Moyer, Kane Huxford, Kean Cookley, Corey Hopburn
Kneeling (left to right): Stacey Dawson, CIT Director Stefan Cohen, RTA President Adam Urbanski, Deputy Superintendent Arlene Boyan, Megan Martin