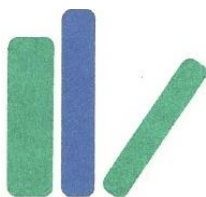Rochester City School District, Rochester, NY

Career in Teaching (CIT) Program

Mentor Handbook

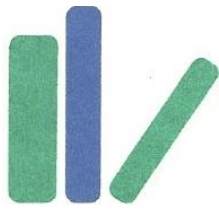## 2019-2020

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

rta
A Union of Professionals

ROCHESTER CITY SCHOOL DISTRICT

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career in teaching

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www.rcsdk12.org/CIT   www.rochesterteachers.org

July 2019

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

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

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

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

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

Enjoy the ride!

In solidarity,

Stefan Cohen
Director, Career in Teaching Program
Rochester, NY

Phases of First-Year Teaching

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

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

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

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

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REFLECTION PHASE

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

PHASES OF FIRST-YEAR TEACHING

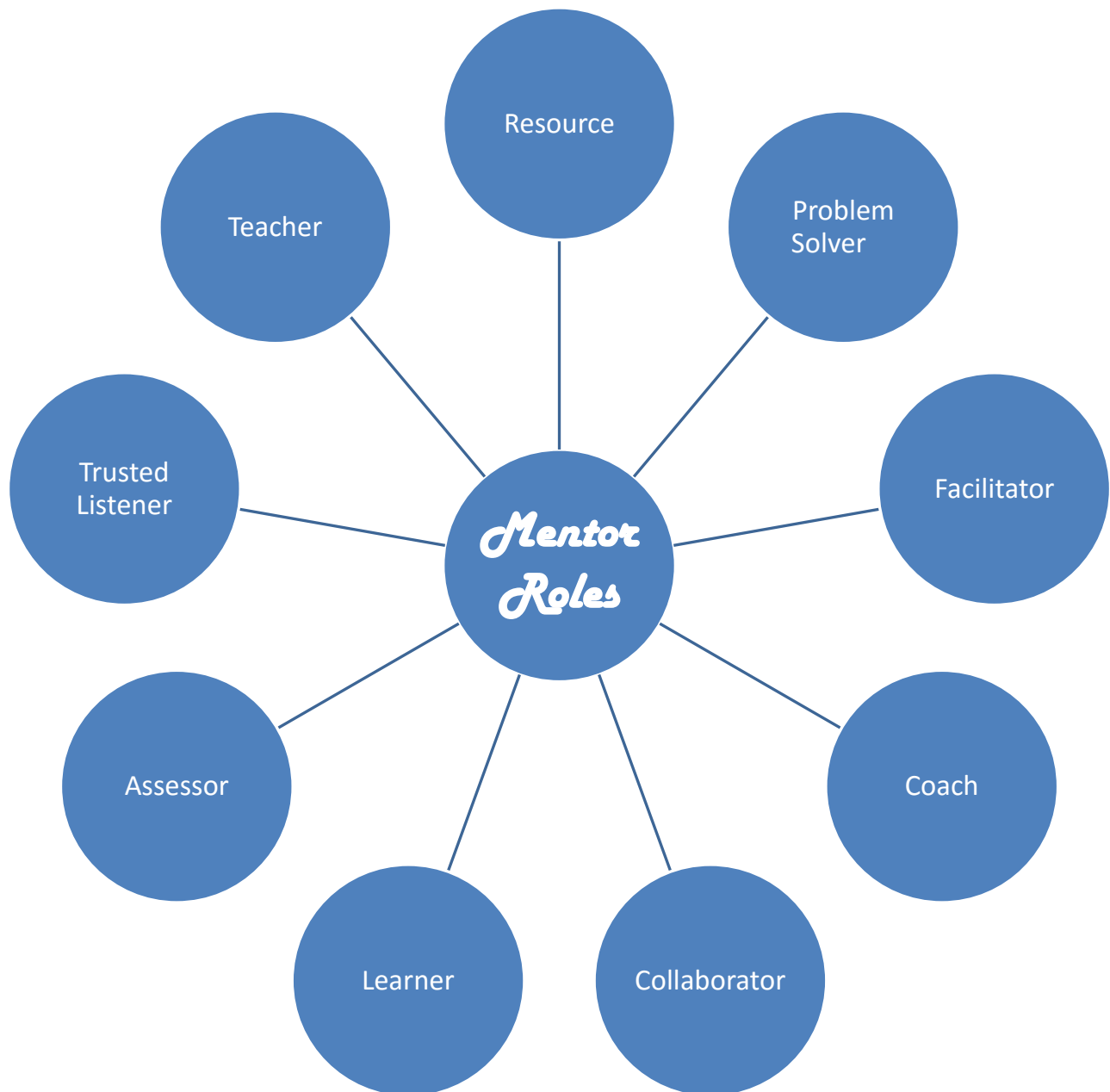Phases of first-year teachers' attitude toward teaching

WHAT SHOULD MENTORS DO?

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

WHAT SHOULD MENTORS DO?

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

The Roles of the Mentor

Diagram of Mentor Roles with the following surrounding roles:

- Resource
- Problem Solver
- Facilitator
- Coach
- Collaborator
- Learner
- Assessor
- Trusted Listener
- Teacher

Getting Started
If you are activated…

☐ Call your Intern(s) as soon as possible and arrange a meeting (see next page).

☐ Put together a **welcome package** with helpful materials and September ideas.

☐ Start keeping a **Mentor Log**, (spiral notebook), to track dates, times, and take notes of meetings, phone conversations, and observations with your intern(s), as well as meetings with administrators and other relevant information. The Log is your more "confidential" place to collect notes and evidence for your work with your Intern(s).

☐ Email (and, if possible, visit) your Intern(s)' administrator supervisor and/or building principal to introduce yourself. **Continue to make contact every month.**

☐ Open the on-line **CIT Google Classroom Mentor Calendar Google Sheet** (separate from the Mentor Log) at classroom.google.com. The on-line CIT Mentor Calendar **must be updated *every month*.** The purpose of the Mentor Calendar is simply to quantify your mentor support. Only add "substantive" contacts. Avoid any detailed description on the Google Sheet. Keep detailed notes in your confidential "Mentor Log" (green notebook or equivalent). There are instructions and tips on the calendar. You will keep this one calendar for the entire year, updating it monthly. It will be "shared" with the CIT Office automatically. Do not "Submit" the Calendar until the end of the school year. **(Click the "+" sign to "Join class" and use the class code you received via email.** If you have a Google or Gmail account already, you may need to click on your Google Account in the top right-hand corner and select "Add account." Sign in using email [Your 7-digit ID#]@rcsd121.org and your district password.)

☐ Create **folders in Microsoft Outlook** (or another email program) to save correspondence to and from your interns, administrators, and CIT.

☐ Create a **binder or folder *for each intern*** to keep track of the following documentation:
- "Intern's Self-Assessment Summary,"
- Intern's Contact Information and Teaching Schedule,
- Documentation from classroom observations (including Feedback Forms),
- Copies of all Intern Status Reports and Intern Final Reports, and
- Notes, memos, and other correspondence to or from interns and administrators.

☐ Create a **binder or folder for you** that includes
- CIT correspondence and materials,
- Documentation of professional development sessions and conferences you attend.

☐ Prepare for the **MOST REWARDING EXPERIENCE** of your career!!!

Getting Started:
WELCOMING NEW INTERNS

- **CALL YOUR INTERNS AS SOON AS POSSIBLE!** Chances are they are waiting to hear from you since most will already know about the mentor program.

- Think about setting up an informal get-together. If you have multiple Interns, you may also want to arrange an opportunity for all of your Interns to meet so they can start networking. If any of your Interns are from out-of-town, prepare a "Welcome Wagon" folder of local maps, shopping areas, places of interest, and any other bits of useful information. (Many of these brochures can be found on racks at Wegmans, Tops, or at restaurants, cafés). Consider taking your Interns on a mini-tour of Rochester.

- **BE A LISTENER** at the first meeting. Find out what the Intern's agenda, goals, etc. are as a new teacher. Start thinking about ways to introduce your new colleagues to the district. Provide an overview of the CIT program and the Mentor/Intern relationship with an emphasis on the support you will provide. Make sure your Intern has a copy of the *CIT Guidebook for Interns.* Keep your first meeting relaxed and friendly to establish trust.

- Remember to keep the focus positive and encourage your Intern's passion for working with kids. Project optimism and shared excitement!

- At this meeting, or perhaps at a later meeting, review the timeline and paperwork of the program. Establish clear expectations around your role as a supportive observer and provider of feedback. Show your Interns the paperwork and discuss your professional responsibilities as a Mentor as well as their professional responsibilities as Interns. Distinguish between your role and the role of their administrator evaluators (APPR). Be clear about the purpose of your note taking and record keeping. Explain your monthly contact with administration, and discuss confidentiality and the role of the program director.

- Once your Interns have a clear understanding of your role, focus on getting ready for the school year. You might use the "Intern Self-Assessment" as a guide to your discussion. New teachers received a copy of Harry and Rosemary Wong's *The First Days of School.* Perhaps select a chapter or two to review together or share other articles or links to discuss.

- Review your Intern's plan for the first day of school. Stress the importance of positive expectations, relationship building, rituals and routines. You may wish to create a start-up packet of ideas, activities, checklists, and "getting to know you" exercises that your Intern can use for the opening of the school year. Use Harry and Rosemary Wong's *The First Days of School* as a reference.

- Share curriculum guides, Standards, templates, e-Learning resources, and other valuable internet links.

- Consider putting together a binder for your Interns to help them stay organized with record keeping. Perhaps provide them with a notebook for recording suggestions, questions, lists, and ideas.

- **Complete the on-line** CIT Teacher Data Google Form **for each Intern.** Find the link at the CIT Website "Mentor Resources" page.

- Remind your Intern about opportunities for **Tuition Reimbursement**. More information at the CIT Website "Tuition Reimbursement" page.

- Acclimate your Interns to our school district. Meet your Interns in their classrooms and spend some time helping them set up and decorate. Make sure posted expectations and other "silent reminders" are in place. Help locate equipment. Provide your new teacher with some supplies such as stickers, post-its, thank-you notes, etc. Help your Intern set up a plan book, PowerTeacher grade book, email account, etc.

Any steps you take in welcoming your intern(s) will build a positive collegial relationship as you move through the year.
Many of these early efforts on your part will leave a lasting impression!

Building Trust

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

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

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

### TIPS for building a TRUSTING RELATIONSHIP with your interns

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

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

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

Confidentiality

☐ Trust is predicated on your intern's confidence in your ability to maintain confidentiality.

☐ It is your obligation as a CIT mentor to maintain confidentiality.

☐ Trust may take a while to develop. Be patient. Trust is difficult to force. Restrain from "prying" before the foundations of trust are established.

☐ You must keep personal information confidential (even when someone wants to be helpful).

☐ Exceptions: danger of harm to others or themselves.

☐ If information should be shared…
   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.**
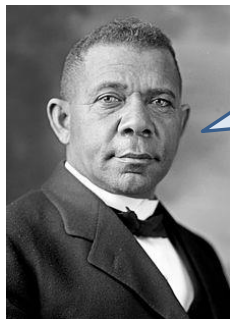
> Few things can help an individual more than to place responsibility on him, and to let him know that you trust him.
> --Booker T. Washington

Intern Praise

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

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

Intern Complaints

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

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

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

Tips for Helping an Intern with Classroom Environment

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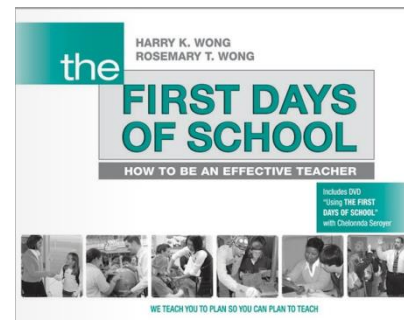
The Wongs emphasize:

> **PREPARATION**
>
> **POSITIVE EXPECTATIONS**
>
> **CLASSROOM MANAGEMENT—PROCEDURES**
> (Rituals and Routines that are conveyed clearly, taught to students, and consistently enforced).

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

> **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:
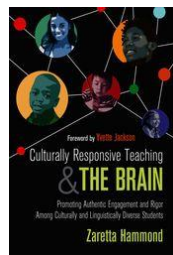
Introduce your Interns to information about **Culturally Responsive Teaching practices**. (see page 32). You may wish to refer them to the Rochester Teacher Center, the RCSD Code of Conduct, to the work of Dr. Joy DeGruy, Zaretta Hammond, or others.

> Classroom management is not about having the right rules... it's about having the right relationships.
> --Danny Steele

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

Which consequences to choose?
1. Be natural and/or logical
2. Provide some wiggle room for the teacher
3. Be specific and concrete

Examples of consequences:
1. Reminders and warnings
   - Nonverbal reminders
   - Verbal reminders
   - Nonverbal warnings
   - Verbal warnings
2. Actual consequences inside the classroom
3. When a student needs to be removed from the classroom
4. Behind-the-scenes efforts
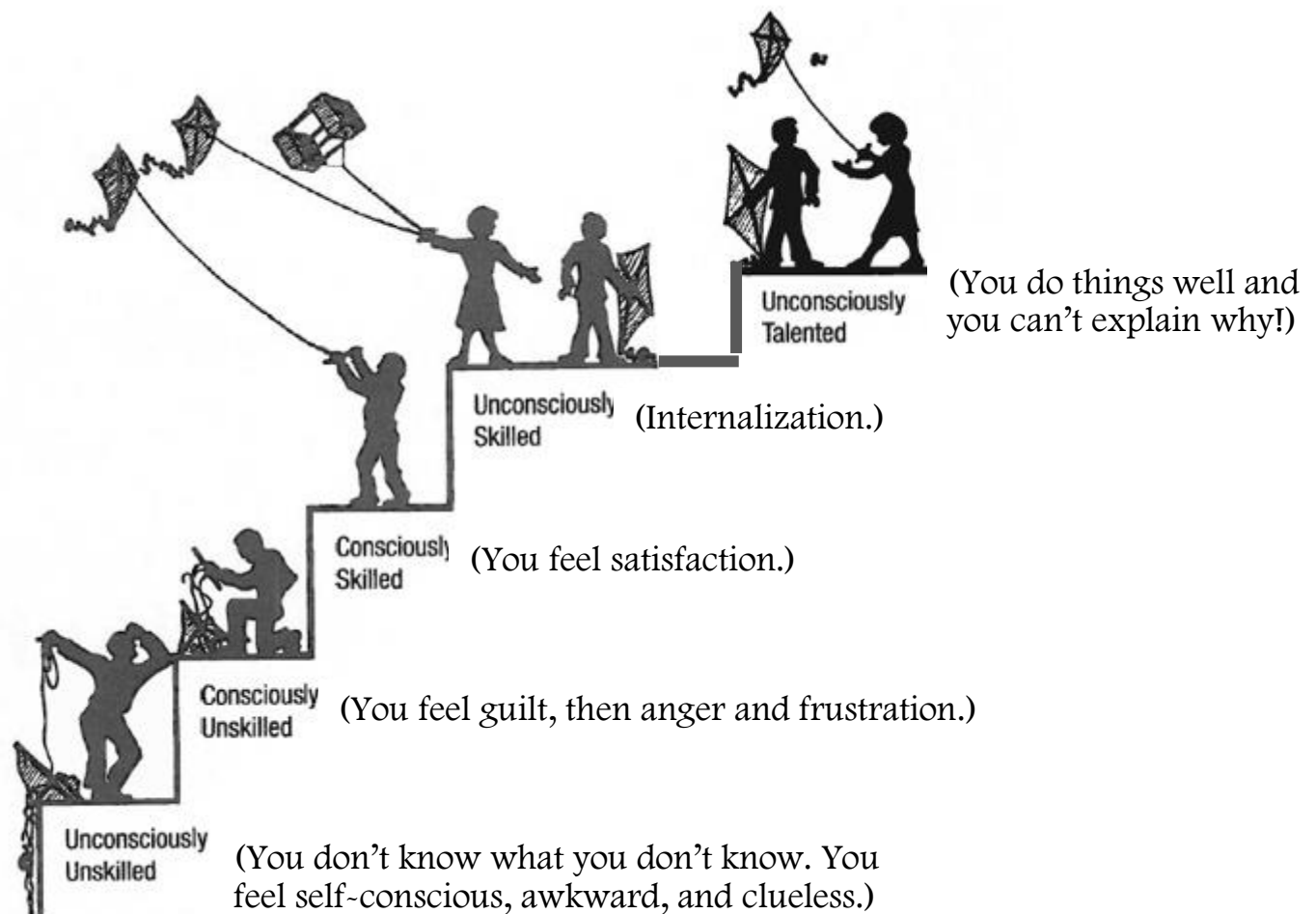
Other tips and reminders:
- Have 5 or fewer classroom rules
- Work in small rewards for positive behavior
- Keep rules positive in nature
- Discuss multiple scenarios with your intern so they are not caught off guard

WHAT IS GORDON'S LADDER?

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

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

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

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

Unconsciously Skilled (Internalization.)

Consciously Skilled (You feel satisfaction.)

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

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

GORDON'S LADDER

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

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

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

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

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

Remind your interns that we all go through some version of these stages when faced with something new. Help them understand the feelings we experience at each stage of the learning process so they can manage these emotional ups and downs without giving up.

With your ongoing observation, feedback, support, celebration, and understanding, you can facilitate the intern's ascent up the ladder as they learn and build competence in new skills.
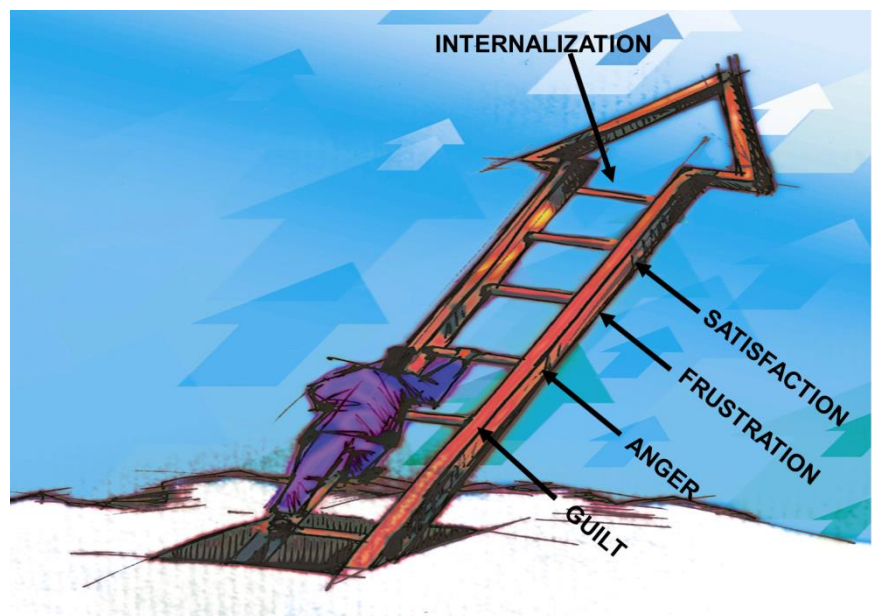
QUICK GLANCE: A FRAMEWORK FOR TEACHING

Domain 1: Planning and Preparation

1a. Demonstrating knowledge of content and pedagogy
- *knowledge of content and the structure of the discipline*
- *knowledge of prerequisite relationships*
- *knowledge of content-related pedagogy*

1b. Demonstrating knowledge of students
- *knowledge of child and adolescent development*
- *knowledge of the learning process*
- *knowledge of students' skills, knowledge, and language proficiency*
- *knowledge of students' interests and cultural heritage*
- *knowledge of students' special needs*

1c. Setting instructional outcomes
- *value, sequence, and alignment*
- *clarity*
- *balance*
- *suitability for diverse students*

1d. Demonstrating knowledge of resources
- *resources for classroom use*
- *resources to extend content knowledge and pedagogy*
- *resources for students*

1e. Designing coherent instruction
- *learning activities*
- *instructional materials and resources*
- *instructional groups*
- *lesson and unit structure*

1f. Designing student assessments
- *congruence with instructional outcomes*
- *criteria and standards*
- *design of formative assessments*
- *use for planning*

Domain 2: Classroom Environment

2a. Creating an environment of respect and rapport
- *teacher interaction with students*
- *student interactions with one another*

2b. Establishing a culture for learning
- *importance of the content*
- *expectations for learning and achievement*
- *student pride in work*

2c. Managing classroom procedures
- *management of instructional groups*
- *management of transitions*
- *management of materials and supplies*
- *performance of classroom routines*
- *supervision of volunteers and paraprofessionals*

2d. Managing student behavior
- *expectations*
- *monitoring of student behavior*
- *response to student misbehavior*

2e. Organizing physical space
- *safety and accessibility*
- *arrangement of furniture and use of physical resources*

Domain 4: Professional Responsibilities

4a. **Reflection on Teaching**
- *accuracy*
- *use in future teaching*

4b. **Maintaining accurate records**
- *student completion of assignments*
- *student progress in learning*
- *non-instructional records*

4c. **Communicating with families**
- *information about the instructional program*
- *information about individual students*
- *engagement of families in the instructional program*

4d. **Participating in the professional community**
- *relationships with colleagues*
- *involvement in a culture of professional inquiry*
- *service to school*
- *participation in school and district projects*

4e. **Growing and developing professionally**
- *enhancement of content knowledge and pedagogical skill*
- *receptivity to feedback from colleagues*
- *service to profession*

4f. **Showing professionalism**
- *integrity and ethical conduct*
- *service to students*
- *advocacy*
- *decision-making*
- *compliance with school and district regulations*

Domain 3: Instruction

3a. Communicating with students
- *expectations for learning*
- *directions for activities*
- *explanations of content*
- *use of oral and written language*

3b. Using questioning and discussion techniques
- *quality of questions/prompts*
- *discussion techniques*
- *student participation*

3c. Engaging students in learning
- *activities and assignments*
- *grouping of students*
- *instructional materials and resources*
- *structure and pacing*

3d. Using assessment in instruction
- *assessment criteria*
- *monitoring of student learning*
- *feedback to students*
- *student self-assessment and monitoring of progress*

3e. Demonstrating flexibility and responsiveness
- *lesson adjustment*
- *response to students*
- *persistence*

USING CIT TOOLS TO ENGAGE INTERNS IN LEARNING-FOCUSED CONVERSATIONS

Ayanna Abdul-Mateen and Paketa Tadal

Learning-Focused Planning Conversations
(A mentor typically has this type of conversation with an intern before the lesson is presented.)

Learning-Focused Reflective Conversations
(A mentor typically has this type of conversation with an Intern after the lesson.)

CIT TOOLS:

CIT Mentor Log

Collaborative Mentor-Intern Feedback Form

Analysis of Student Work Protocol

Continuously Setting Professional Goals

The Art of the Mentor-Intern Conversation
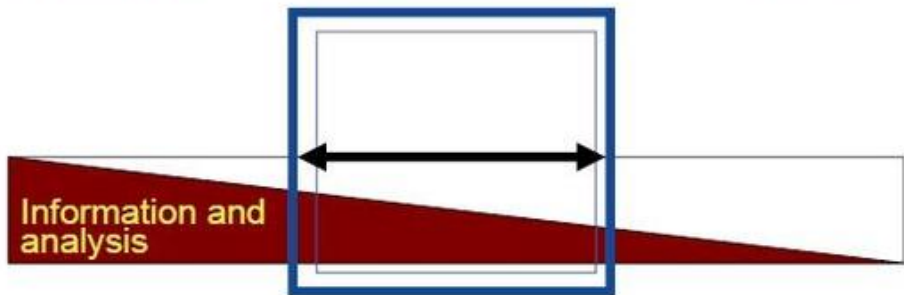
Training on Learning-Focused Conversations will continue throughout the school year.
See Calendar on back cover for dates.

Using CIT Tools to Engage Interns in Learning Focused Conversations

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

Learning-Focused Planning Conversation
(A mentor typically has this type of conversation with an intern before the lesson is presented.)

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

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

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

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

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

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

IDENTIFY FOCUS FOR MENTOR'S DATA COLLECTION
- What are some areas of instruction that you want me to pay attention to during this lesson?
- What are some student behaviors that you want me to track during your lesson?

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

Learning-Focused Reflective Conversation
(A mentor typically has this type of conversation with an Intern after the lesson.)

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

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

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

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

CIT MENTOR TOOLS

Mentor Log

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

*Collaborative Mentor-Intern Feedback Form

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

*Suggestion Box

This is a tool for brainstorming with an Intern or for providing specific suggestions or resources.

*Analysis of Student Work Protocol

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

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

A MENTOR-INTERN CONVERSATION
Using the Collaborative Feedback form to Guide the Conversation
(see page 23 and "CIT Mentor Forms" on p. 41)

STEP 1
Acknowledge What's Working
Mentors begin by encouraging their interns to share recent examples of successful practices. This reminds the interns of the importance of acknowledging their successes and offers the opportunity to highlight their progress since the last meeting. Sometimes interns find it hard to identify their accomplishments and the mentor might need to prompt their thinking by noting something he/she observed. When using the Collaborative Mentor–Intern Feedback Form, mentors are encouraged to use the language at the bottom of the form. This helps to become more explicit about what the intern is doing successfully and why it is working. As the mentor and intern engage in a conversation, the mentor records the intern's successes in the *What's Working* section.

STEP 2
Identify, Prioritize and Discuss Current Focus, Challenges and Concerns.

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

STEP 3
Identify Next Steps

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

STEP 4
Bring Closure

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

CONTINUOUSLY SETTING PROFESSIONAL GOALS

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

The following is the CIT **Intern Self-Assessment** Tool. You should complete this form at the start of the year and revisit it throughout the year. At the end of the school year, it is useful to track growth and set new goals for the following year (see "CIT Mentor Forms" on p. 41).

Career in Teaching
TEACHER SELF-ASSESSMENT / GOALS

Teacher Name: _____   Mentor Name: _____

Grade Level: _____   School: _____   Date: _____

To be discussed _with_ the Intern or Professional Support teacher.

| Strength	Standard (Domain)	Areas for Growth
	Planning and Preparation • Demonstrating Knowledge of Content and Pedagogy • Demonstrating Knowledge of Students • Demonstrating Knowledge of How to Set Instructional Outcomes • Demonstrating Knowledge of Resources • Designing Coherent Instruction • Designing Student Assessments	
	The Classroom Environment • Creating an Environment of Respect and Rapport • Establishing a Culture of Learning • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space	
	Instruction • Communicating goals clearly and accurately • Engaging students in Critical Thinking through effective questioning and discussion strategies • Engaging Students in learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness	
	Professional Responsibilities • Reflecting on teaching practices • Maintaining Accurate Records • Communicating/Engaging with families • Participating in a Professional Community by contributing to the school and district: relationships with colleagues, participation in school and district projects • Growing and Developing Professionally • Showing Professionalism	
PROFESSIONAL GOAL(S):		

TAKING NOTES

Mentors use the green spiral notebook to record notes (data, evidence) about what they observe in the classroom, and to document conferences or other interactions with their Interns. Each entry should include the date and time of the visit or contact.
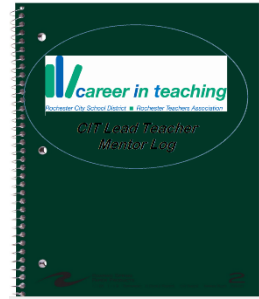
Each mentor develops his/her own style of note taking, and different classroom visits and conversations will produce different notes.

When visiting a teacher at work, mentors must be intentional "active observers." A pre-conference can establish what to look for. Keep in mind the purposes of taking notes when a mentor observes an Intern:

- Capture evidence of the Intern's work
- Capture examples of student learning, participation, behavior, etc.
- Collect data for a learning-focused conference
- Use as "Third Point" to support feedback
- Track the Intern's progress
- Select possible focus for ongoing work with Interns
- Collect positive examples of the Intern's work
- Formulate questions for coaching and extending Interns' thinking
- Document Interns' growth for use in written reports
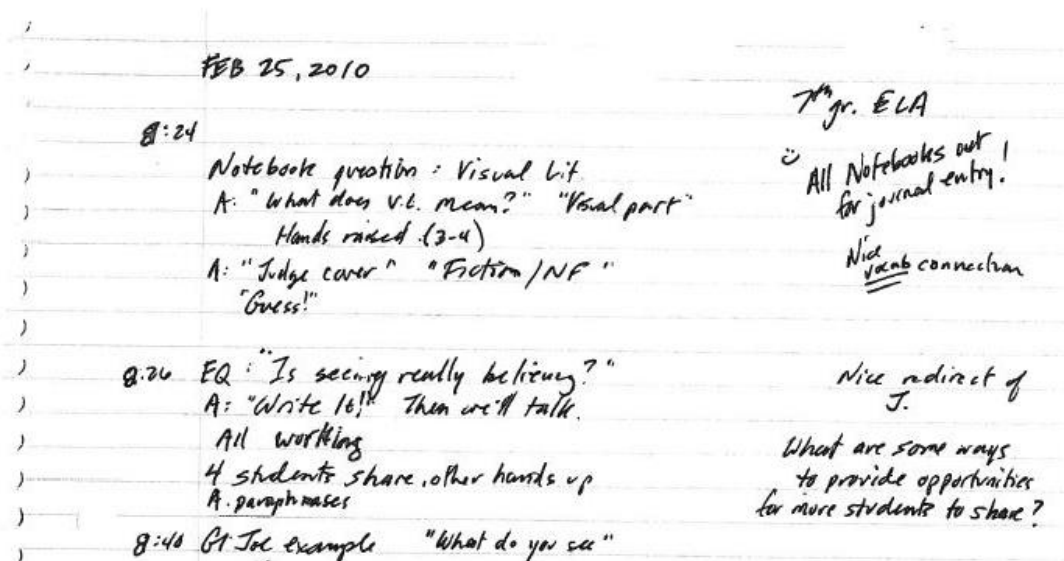
Mentors also take notes in conferences with their Interns, or with administrators. All relevant, substantive contacts should be documented in the Mentor Log.

Mentors also need to sense when it is appropriate NOT to take notes. When in classrooms, mentors will often need to put down their notebooks and pitch in. Aim for the right balance of documenting, active observing, and actively supporting your Intern.

Career in Teaching Tool

SAMPLE

Collaborative Mentor-Intern Feedback Form

Name: Ashley

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

Check all that apply:

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

What's Working:

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

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

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

Teacher's Next Steps:

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

Mentor's Next Steps:

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

Next Meeting Date: Thurs, January 20   Focus: Persuasive Writing

Questions: What are some criteria that might be included in a Persuasive Writing Rubric?

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

The Contractual "Career in Teaching Plan"

The RTA-RCSD Contract, Career Ladder, and the CIT Governing Panel

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

Rochester's CIT program is overseen by a Joint Governing Panel of six teachers selected by the RTA President and six administrators selected by the Superintendent of Schools. The CIT Governing Panel convenes about every three weeks. The Panel is charged with developing, implementing, and evaluating the policies of the CIT program.

These responsibilities include selecting Lead Teacher Mentors, overseeing their work, and making recommendations (based on mentor and administrator input) about the continued employment of Interns and their advancement to the Resident Teacher level.

Teachers typically work at the Resident Teacher level for two years (but may remain at this level for up to four years). Teachers who have received tenure from the district and earned professional (formerly "permanent") New York State certication in their tenure area may advance to the Professional Teacher level.
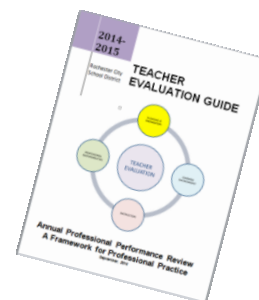
*Besides working with first-year **Intern Teachers**, CIT Lead Teachers provide several other types of support:*

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

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

***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."*

Mentors are assigned one member of the CIT Governing Panel as a Panel Contact. The Panel Contact will review a Mentor's Intern Status Reports and conduct at least one Panel Observation of the Mentor's work with an intern. At the end of the school year, the Mentor meets with the Panel Contact to review Intern Final Reports and the Mentor's CIT Records. The Panel Contact is also how a Mentor can provide input and suggestions related to CIT policies and procedures.

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

Questions? Visit the CIT website: www.rcsdk12.org/CIT or contact Stefan Cohen, the Program Director, at the CIT Office, 585-262-8541, stefan.cohen@rcsdk12.org.

Mentor Timeline for INTERN Paperwork/Contacts

August

_____ On the day that you are activated, contact your Intern to introduce yourself and set up an informal meeting (see page 8).

_____ Make sure your Intern has a copy of the *CIT Guidebook for Interns and Teachers Requesting Professional Support.*

_____ Email the principal to introduce yourself and to find out who evaluates your intern. If it is not the principal, email that administrator to introduce yourself and provide contact information to him/her. Plan to **email the principal and evaluator monthly** to share positive news about your intern and to inquire about any concerns that require support.

_____ Start using your spiral notebook **Mentor Log** to record notes about contacts, meetings, conferences, observations, etc.

_____ Open the on-line **CIT Google Classroom Mentor Calendar Google Sheet** (separate from the Mentor Log) at classroom.google.com. This on-line CIT Mentor Calendar is automatically shared with the CIT Office and **must be updated every month**. Use it to roughly quantify substantive mentor contacts.

_____ Continue informal meetings with your Intern. Project optimism and shared excitement! Review the timeline of the program. Establish clear expectations about your role as a supportive observer and provider of feedback. Show your Interns the paperwork and discuss your professional responsibilities as a Mentor as well as their professional responsibilities as Interns. Use peer coaching skills such as pausing, paraphrasing, probing: open-ended questions; **listen more than tell. (ONGOING.)**

Late August/early September

_____ Complete on-line **CIT Teacher Data Google Form** with information about your Intern.

_____ Make sure your intern has the **Teacher Evaluation Guide** and evaluation rubrics. If not, get it from the CIT Website. Review the evaluation process and timeline thoroughly with your Intern.

_____ Meet with Intern to discuss the **Intern Self-Assessment**. (**Discuss this with Intern; don't just give it to him/her**.) After your discussion, keep a copy for yourself. Continue to use this form periodically throughout the year to assess areas of strength and areas in need of development.

_____ Help Intern set up room and establish rituals and routines; obtain Intern's schedule. Share resources for planning.

_____ Talk about plans for the first week with Intern. (Establishing an Environment of Respect and Rapport: establishing positive expectations and relationships, getting to know students, classroom procedures, culturally responsive teaching practices, etc.)

_____ Begin to use the **Collaborative Mentor-Intern Feedback Form** to provide feedback and guide collaborative conversations to assist your Intern with lesson, unit, and long-range planning/pacing charts, student assessment data, grade book, and all other areas on the Teacher Evaluation Rubric (**ONGOING**)

_____ Make sure Intern is ready with effective lessons for at least the first full week of school.

_____ Continue to use peer coaching skills such as pausing, paraphrasing, probing: open-ended questions; **listen more than tell.**

September

_____ Visit Intern and assist in classroom (This is how you can see how s/he is doing and so you can get to know his/her students on an informal basis.) Collect evidence in Mentor Log. **Mentors should visit new Interns weekly if possible.**

_____ Continue to use peer coaching skills to discover your Intern's cognitive level of teaching. **It is very important to ask reflective questions and to listen more than tell.** If the Intern is unconsciously or consciously unskilled, it will be important to ask clarifying and problem-solving questions. This type of Intern might require more suggestions (consulting). Consciously or unconsciously skilled Interns might need more inquiry questions to "create challenge" (coaching).

_____ Help Intern with Emergency Sub Folder.

_____ Continue to use the **Collaborative Mentor-Intern Feedback Form** to provide feedback and guide collaborative conversations (ongoing throughout year). **You must provide written feedback**.

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

October

_____ Continue to provide oral and written feedback during/after visits to classroom (weekly basis if possible).

_____ Continue to use peer coaching skills that help the Intern to reflect. If the Intern is unconsciously unskilled, shift your mentoring from coaching to consulting so that it includes probing questions that clarify. Increase the Intern's focus by asking for specific examples regarding Who, What, When, Where, How.

_____ Regardless of the cognitive level of your Intern, **co-teach/model a lesson**. (Explain about CIT sub days and make arrangements for your intern to visit your classroom to see you teach.)

_____ Review student work with your Intern. (Perhaps use **Analysis of Student Work** form.) Help your intern to use this information to plan effective lessons.

_____ Prior to your intern's formal observation conducted by his or her administrator, use the evaluation rubrics to discuss with your intern his/her progress in Planning, Learning Environment and Instruction. (Throughout the year, refer to all the rubrics to make sure your intern is prepared for his or her final evaluation by his/her administrator and your final report.

_____ **If you are noticing signs of an intern in trouble (elements that are assessed as ineffective), contact Stefan**.

_____ Continuously communicate with your intern's administrator to identify any areas from the rubric with which s/he wants you to assist your Intern. (**Continue to email or other contact monthly**.)

_____ In early October show your Intern what a blank status report looks like. (Inform him/her that you will be completing this by early November, when it is due to CIT.)

October (continued)

_____ Organize your notes towards the end of October to prepare to write your first **Intern Status Report**. You should use the rubrics and include numerous examples from your visits that support your rating.

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

November

_____ **Fall Intern Status Report:** Leave 2-3 weeks for preparation and to discuss with your Intern. Your status report should reflect the evaluation rubric and include examples to illustrate the Intern's progress, strengths, and challenges. Identify and describe the focus of your work with the Intern, as well as the focus of your work going forward. Many Interns are often rated as Developing in most or all domains. This is normal. If an Intern has many elements that are ineffective, it is essential to contact Stefan to conduct an observation. Many "ineffective" elements indicate an Intern in Trouble.

_____ **DO NOT SIMPLY LEAVE THE STATUS REPORT** for your Intern to sign. It is important to discuss this at great length with your Intern. You may wish to use the Teacher Evaluation Guide rubrics as a "Third Point."

_____ Make sure your Intern completes and signs the "**Intern Report on Mentor**." Sign and submit this **with the Status Report**.

_____ Ask your Intern to share with you his or her formal observation, which was conducted by his/her administrator. If your Intern's administrator has checked the box that indicates "serious concerns", it is very important to set up an appointment with your Intern and his/her administrator to discuss the concerns. Contact Stefan to let him know. Then, work on a plan of action to assist your Intern with the areas of concern.

_____ You can schedule your **CIT Panel Observation** and **Peer Observation Reflections**. (See **January-March** below.)

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

December

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

_____ If your two-year term as mentor expires in June, begin to complete your Mentor Reapplication.

_____ Continuously communicate with your intern's administrator to identify any areas from the rubric with which s/he wants you to assist your Intern. (**Continue to email or other contact monthly.**)

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

January-March

_____ Set up an appointment with your CIT Panel Contact for your CIT **Panel Observation** if you haven't already.

_____ Schedule a time with a mentor colleague to observe you and complete a **Peer Observation Reflection,** and schedule a time with a mentor colleague for you to observe him/her (can be the same person) to complete your **Peer Observation Reflection.**

_____ **Spring Intern Status Report:** See October/November instructions above. Leave 2-3 weeks for preparation and process.

_____ Make sure your Intern completes and signs the Spring **Intern Report on Mentor**. Submit this with your Status Report.

_____ If you are working with a thriving Intern that is exceptionally strong, complete **nomination form for Intern of the Year**.

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

_____ Continuously communicate with your intern's administrator to identify any areas from the rubric with which s/he wants you to assist your Intern. (**Continue to email or other contact monthly.**)

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

April/ May

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

_____ **Intern Final Report:** Leave 2-3 weeks for preparation and process. Make a clear recommendation and describe the Intern's growth using the rubric as a guide. Review the completed report with your Intern and get signature. Submit the Intern Final Report as part of the Review of Records with your CIT Panel Contact (see May/June below).

_____ If not recommending the Intern for continuation, consult with director and complete Intern Final Report by April 15.

_____ Continuously communicate with your intern's administrator to identify any areas from the rubric with which s/he wants you to assist your Intern. (**Continue to email or other contact monthly.**)

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

May/June

_____ Discuss with Intern the **CIT Intern End-of-Year Self-Assessment** (not submitted) to review the year's progress.

_____ Meet with CIT Panel Contact for **Review of Records** (to review calendar, log, observation/conference notes, PD log, self-assessment, etc) and to submit/discuss **Intern Final Reports**.

_____ Assist Intern with checkout procedures.

_____ Guide Intern in setting PD goals based on areas in need of development as assessed from using the rubric.

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

Refer to the Paperwork Checklist and Lead Teacher-Mentor Calendar
on the last page and back cover of this Handbook for important dates and deadlines.

Professional Support Mentoring Guidelines

Who can receive professional support mentoring and for how long?

Resident (Non-Tenured) Teachers may receive professional support during their 2nd, 3rd, or 4th year of teaching.

Professional (Tenured) Teachers may request professional support; contractually, they are eligible for support for up to 2 full semesters.

How does professional support mentoring differ for Resident and Tenured teachers?

Resident (Non Tenured)	Professional (Tenured)
Complete **Professional Support Intake Form** and **Professional Support CIT Teacher Data Form.**	Complete **Professional Support Intake Form** and **Professional Support Teacher Data Form.**
Visit frequently; don't wait for the teacher to contact you. If you don't hear from the teacher, call, email and stop by. Contact CIT Director if teacher avoids/resists mentor contacts.	Make initial contact with the teacher. **Visit as often as the teacher allows.** If you don't hear from the teacher after the first visit, email every 2 weeks to ask how he/she is doing and to offer support. Contact CIT Director if teacher avoids/resists mentor contacts.
Provide peer feedback (just like you do for an Intern); use the Intern Feedback forms. Continuously move from Coaching to Collaborating to Consulting depending on the individual needs. Use the evaluation rubric as a guide, but **your feedback and Semester Report should not be evaluative**.	Encourage the teacher to let you observe and provide peer feedback. **DO NOT EVALUATE THE TEACHER.** Any feedback you provide should be done in a conversation and based on the Teacher Evaluation Rubric. Encourage the teacher to take notes as you offer suggestions. Continuously move from Coaching to Collaborating to Consulting depending on the individual needs. **Semester Report should not be evaluative**.
While focused on specific goals, you may also provide the same support you would give if the teacher were new.	Using the your Intake Form goals as guide, provide honest feedback and assist with any other areas with which the teacher is willing to allow you to assist.
Maintain confidentiality at all times.	Maintain confidentiality at all times.
Encourage the teacher to let the administrator know you are providing support. If the teacher's final evaluation composite score is Ineffective, the supervisor is expected to develop a TIP (Teacher Improvement Plan). If the teacher's final evaluation composite score is Developing, the supervisor is expected to develop a Development Plan. You might be asked to collaborate on these plans. Encourage the teacher to include you in a meeting with the supervisor to assess the teacher's needs.	Ask the teacher if he/she has let his/her supervisor know that you are working with him/her. If the teacher would like to set up a meeting with his/her supervisor, attend and listen to the concerns of the administrator. Provide assistance as needed.
NEVER VOICE AN OPINION THAT CAN BE PERCEIVED AS A NEGATIVE COMMENT AGAINST THE SUPERVISOR. Maintain leadership behavior at all times.	NEVER VOICE AN OPINION THAT CAN BE PERCEIVED AS A NEGATIVE COMMENT AGAINST THE SUPERVISOR. Maintain leadership behavior at all times.
Submit monthly calendar of contacts to CIT Office.	Submit monthly calendar of contacts to CIT Office.
Your CIT Panel Contact should conduct a Panel Observation of you and the non-tenured teacher.	Your Panel Member should NOT conduct a Panel Observation of you and the tenured teacher.

PLEASE REMEMBER THAT IF YOU HAVE QUESTIONS OR CONCERNS, CALL STEFAN, 262-8541.

Mentor Timeline for <u>PROFESSIONAL SUPPORT</u> Paperwork/Contacts

August/September

_____ On the day that you are activated, contact your Professional Support Teacher to introduce yourself and set up a meeting.

_____ Refer to the Professional Support Mentoring Guidelines to understand the difference in support given to Resident (Non-Tenured) Teachers and Professional (Tenured) Teachers.

_____ As soon as you are activated, stop by the CIT Office to pick up copies of the *CIT Guidebook for Interns and Teachers Requesting Professional Support* for you and for each teacher you support.

_____ If you do not have the teacher evaluation rubric or Teacher Evaluation Guide, pick up a copy at the CIT Office or website.

_____ Start using your spiral notebook **Mentor Log** to record notes about contacts, meetings, conferences, observations, etc.

_____ Open the on-line **CIT Google Classroom Mentor Calendar Google Sheet** (separate from the Mentor Log) at classroom.google.com. This on-line CIT Mentor Calendar is automatically shared with the CIT Office and **must be updated every month**. Use it to roughly quantify substantive mentor contacts. Do not describe content of your meetings on this form.

_____ Have informal meeting with the Professional Support Teacher to inform about procedures and confidentiality, establish the focus of your work, and work together to complete the **Professional Support Intake Form**. (You may wish to use the **Self Assessment** form as a tool as well if appropriate.) Send a copy of the **Professional Support Intake Form** to the CIT Office.

_____ Complete on-line **CIT Teacher Data Google Form** with your assigned teacher.

_____ Begin to have collaborative conversations with your assigned teacher based on the goals you have set on the Intake Form. Written feedback is optional, but may be useful (if appropriate, use the **Collaborative Mentor-Intern Feedback Form**). Use peer coaching skills such as pausing, paraphrasing, probing: open-ended questions based on need. **THIS IS ONGOING.**

_____ Professional Support mentors should visit assigned teachers regularly depending on the nature of the support. If mentor contacts are resisted by the assigned teacher, please call Stefan at the CIT Office.

October-December

_____ Continue to use peer coaching skills to discover your assigned teacher's cognitive level of teaching. If the teacher is consciously skilled, consciously unskilled, unconsciously skilled, or unconsciously talented, you will be able to use peer coaching skills that help the teacher to reflect. **It is very important to ask reflective questions and to listen more than tell.** If the teacher is unconsciously or consciously unskilled, it will be important to ask focusing questions. This type of teacher might require more suggestions (consulting). .

_____ Continue to have collaborative conversations focused on the goals set on the **Intake Form**.

_____ If appropriate, review the work of your Professional Support Teacher's students. Help your assigned teacher to use this information to plan effective lessons if that fits the goals you have set.

_____ When appropriate, use the Danielson Framework for Teaching rubrics as a "third point" to discuss teaching practice.

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

January

_____ Use your Mentor Log and other relevant material to fill out the **Professional Support Semester Report** avoiding language that could be viewed as evaluative. Be sure to indicate whether Professional Support should continue for another semester. Go over the report with your assigned teacher. **Bring signed copy to the January Mentor Forum** or **send to CIT Office**.

_____ If working with a Resident (untenured) Professional Support teacher, set up an appointment with your CIT Panel Contact for your **Panel Observation**. Set up a time for a mentor colleague to conduct your **Peer Observation**.

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

February-April

_____ If Professional Support continues, continue to have collaborative conversations focused on the goals set on the **Intake Form** (see August-September, October above).

_____ If working with a Resident (untenured) Professional Support teacher, **CIT Panel Observation** and **Peer Observation** should be completed by March 31st.

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

May-June

_____ Use your Mentor Log and other relevant material to fill out the **Professional Support Semester Report** and go over it with your assigned teacher; **Bring signed copy** to the May Mentor Forum or **send to CIT Office**.

_____ If working with a Resident (untenured) Professional Support teacher, you may need to schedule a **Review of Records** with your CIT Panel Contact (to review calendar, log, PD log, self-assessment, etc)**.**

_____ Update the on-line **CIT Google Classroom Mentor Calendar** monthly to roughly quantify your mentor contacts.

Record~Keeping Tips
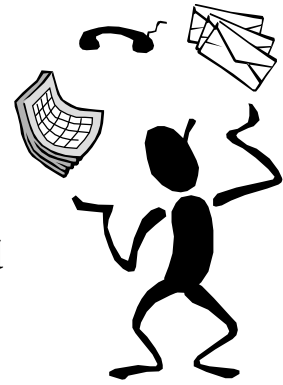
~Set up a "system" of notebooks, folders or binders to collect and organize paperwork and use your system consistently.

~Maintain an up~to~date log – do not fall behind! Avoid having to "reconstruct" your communications, observations, suggestions, etc.

~Use the "Timelines" and "Paperwork Checklist" in this Handbook.

~Note deadlines and reminders in your personal calendar (Status Report due, check~in with administrator, etc.).

~Update your on~line **CIT Google Classroom Mentor Calendar** monthly.

~Set up email folders in Outlook and use Outlook "Rules" to organize your correspondence.

~Provide written feedback to Intern after each visit.

~Complete Intern Self~Assessment with the Intern sometime in September and revisit it throughout the year.

~Use your log, correspondence, and Collaborative Mentor~Intern Feedback forms to prepare for writing Status Reports.

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

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

Tips for Modeling and Co-Teaching *with* Interns

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

Here are some ways to model and co-teach:

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

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

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

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

Reference: *Interactions: Collaboration skills for School Professionals*, Marilyn Friend and Lynn Cook.
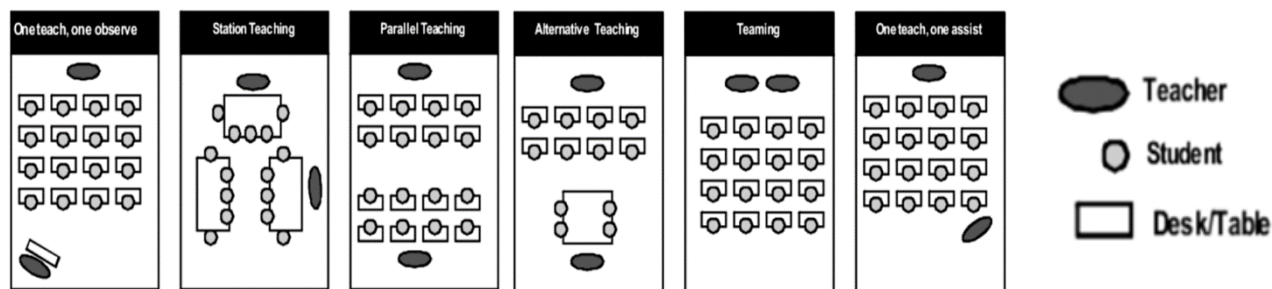
Many of our mentors have valuable experience with this process and can provide you with support.
Don't hesitate to ask!

Tips for helping Interns with Co-teaching

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

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

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

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

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

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

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

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

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

Culturally Responsive Teaching in the RCSD

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

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

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

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

Our district offers excellent resources and opportunities to engage in this work with your interns:
CIT Culturally Responsive Teaching Page: https://www.rcsdk12.org/Page/39126
Rochester Teacher Center: http://www.rochesterteachercenter.com/
RCSD Department of African American Studies: http://www.rcsdk12.org/Domain/35
RCSD Department of English Language Learners: http://www.rcsdk12.org/Page/302
RCSD Native American Resource Center: http://www.rcsdk12.org/Page/545
RCSD Office of Professional Learning: http://www.rcsdk12.org/professionallearning

Some valuable on-line materials can be found at:
Teaching Tolerance: www.teachingtolerance.org
NEA: http://www.nea.org/home/16723.htm
Equity Alliance: http://www.equityallianceatasu.org/
ASCD: http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01

Some of our mentors recommend these titles to read with your interns:
Culturally Rsponsive Teaching & The Brain by Zaretta Hammond
Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing by Joy Degruy
Teaching with Poverty in Mind and/or *Engaging Students with Poverty in Mind* by Eric Jensen
Multiplication Is for White People: Raising Expectations for Other People's Children by Lisa Delpit
Between the World and Me by Ta-Nehisi Coates

You might consider a CIT Action Research project or CIT Collegial Circle to go deeper into these issues. Contact Stefan about book circles and other opportunities.
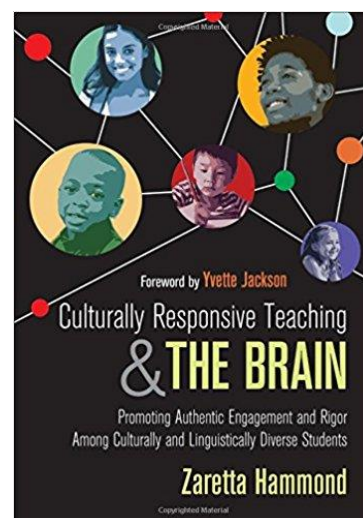
Struggling Interns

When you notice your Intern is struggling, you must continue to be supportive, but also honest in your feedback.

- **Keep in mind at all times that our goal as mentors is to help our Interns fix the problem, not the blame.**
- Make sure you spend sufficient time in your Intern's classroom to assist and offer guidance. Ask for help if needed.
- If you feel that an Intern is struggling, **contact the CIT Director to discuss your concerns**. Set up an observation time for Stefan to visit your Intern's classroom.
- **Be honest with your Intern, but without judgment. Identify problems, but make sure your role is one of support, and that the goal is growth. Assume your Intern wants to succeed.**
- Use your Learning-focused Conversation skills in conferences with the Intern. Use specific examples from your observations and the evaluation rubric as "Third Points" to discuss your concerns.
- **Frame struggles as challenges or obstacles to overcome.**
- If any rubric domains rate **"Ineffective,"** you must be honest in your **November Status Report** ratings.
- Avoid blame, scolding, or a judgmental tone in the report. Avoid speculation about motivation and effort. Use examples, but don't "pile on." **Frame issues as ongoing work with goal-setting and next steps.**
- If your concerns have surfaced since the November Status Report, *or your Intern has not improved* since the last Status Report, please complete a **Statement of Concern**.
- Find out how the Intern performed on the formal observation. If the administrator indicated the observation "Raised Serious Concern," schedule a meeting with the administrator and Intern to develop an action plan. Alert Stefan.
- If your intern does not show improvement, a **Mid-Year Unsatisfactory Report** should be written and given to Stefan at or before the January Mentor Forum.
- Throughout the second semester, continuously communicate with Stefan about your Intern's progress.
- **All CIT Intern reports are <u>confidential</u> and should NOT be shared with the Intern's administrator.**

Some signs of an "Intern in Trouble"

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

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

On the Other Side of the Coin

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

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

Career in Teaching
Statement of Concern

NOTE: Complete this document if an intern is assessed as ineffective in one or more of the elements within the following Domains: Planning and Preparation, Classroom Environment, Instruction, or Professional Responsibilities.

Intern: _____   School: _____

Mentor: _____   Date: _____

Panel Contact: _____

Describe the area(s) of difficulty: While all of the elements of the 4 domains of professional practice are related in some way, specific elements in the following areas are impacting the overall instructional practices and classroom environment.

Areas of Difficulty	Plan of Action
Domain 1, component 1b: Demonstrating Knowledge of Students	
Instructional planning does not consistently incorporate knowledge of students' needs (as has been done effectively with co-teacher with small groups).	• Scaffold instruction for both students who have and have not been identified as having special needs. • Adhere to the modifications and accommodations that are listed in the IEP.
Domain 1, component 1e: Designing Coherent Instruction	
Lesson plans not aligned with instructional outcomes. Needs to preview the content and the content standards ahead of time consistently to make sure there a solid understanding of what needs to be taught in order to make appropriate accommodations for students. Need plans for whole group instruction, intervention blocks, and writing. Learning activities for whole group instruction are generally "one size fits all."	• Set aside scheduled time (weekly if possible) with co-teacher to plan and prepare each day. Co-plan all aspects of the school day, including bell work, morning meeting, whole group lessons, intervention blocks, and writing blocks. The less down time, the less you will be managing behaviors • Plan lesson activities that will engage students to access the curriculum through multiple modalities (visuals, organizers, videos, audio, movement, collaboration etc) as appropriate.
Domain 2, component 2a: Creating an Environment of Respect and Rapport	
Several students in the classroom continue to be disrespectful toward each other. Avoid sarcasm with students who are disengaged or who misbehave. Avoid power struggles. Look for ways to form connections with students who display challenging behaviors.	• Engage in specific positive interactions with students. (Examples: Use the 2 by 10 strategy and/or 4:1 ratio of positive to negative interactions.) • Use restorative practices during designated morning meeting time to connect with students.
Domain 2, component 2d: Managing of Student Behavior	
Avoid power struggles with students and avoid making public displays of student misbehavior when a student is making poor choices.	• Begin to use graceful exits with students who engage in power struggles (Refer to chapters and literature provided by mentor such as Cooperative Discipline, Linda Alberts).
Domain 4, component 4a: Reflection on Teaching	
Must engage in honest self-reflection. Avoid blaming students or other teachers/colleagues for problems with the classroom environment.	• Meet regularly (weekly) with mentor to reflect on teaching practices and plan
Domain 4, component 4f: Showing Professionalism	
Must advocate for students. Persist and follow through with students' IEPs in regards to program modifications and testing accommodations. Ensure that students are receiving mandated accommodations and modifications.	• Adhere to (and follow through on) the modifications and accommodations that are listed in the IEP. • If students are refusing their services, use proper documentation and communicate this with parents.

Blank Form and other Resources at www.rcsdk12.org/CIT/Resources

Summary of Actions Taken:

- Observed weekly. Conferenced mostly by phone.
- Discussed planning process and using IEP Goals in planning.
- Shared planning templates and examples of lesson plans.
- Referred to experienced special education colleagues in building for suggestions and school protocols.
- Discussed ways to differentiate and use variety of lesson activities. Suggested resources, web sites, and specific strategies.
- Modeled ways to effectively transition to new activity.
- Shared articles on restorative management strategies.

List any additional support that might be helpful for this intern.

- CIT Day to observe teachers using classroom management strategies that encourage positive relationships.
- Seek out assistance from building resources – instructional coaches, restorative discipline support staff, etc.
- Mentor will be sharing a chapter from *Culturally Responsive Teaching and the Brain*, by Zaretta Hammond to help repair and build relationships with some of the students in her class.
- Sign up for Classroom Management PD on TrueNorthLogic.
- Have Stefan or Annamaria visit classroom to provide additional feedback.

A signature below confirms that this document has been received and read by the teacher and mentor. A signature does not indicate agreement. This *Statement of Concern* is for use within the CIT Program.

The Intern may attach a response or comments to this form, or to the Intern Status Report.
If response or comments are attached, please indicate with initials here: _____

Mentor's Signature: _____   Date: _____

Intern's Signature: _____   Date: _____

Send report under seal to Mentor Program Director, CO-2. Scanned signed reports may be emailed.

Blank Form and other Resources at www.rcsdk12.org/CIT/Resources

Career in Teaching

Mid-Year Ineffective Report

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

Intern: _____ School:_____

Mentor: _____ Date: <u>January 14, 2012</u>

Panel Contact: <u>Marie Costanza</u>_____

Date of Early Warning Report: <u>December 2, 2010</u>_____

Name of Intern's immediate Supervisor:_____
Date(s) of contact(s) with Administrator: 9/25/10, 10/10/10, 11/5/10, 12/6/10, 1/15/10_____

Describe the comments of the Intern's immediate Supervisor regarding the Intern's performance.
He is concerned about the following:

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

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

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

Prognosis/additional CIT Panel supports requested:

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

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

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

_____
      Mentor's Signature   Date

Send report under seal to CIT Program Director.

Blank Form and other Resources at www.rcsdk12.org/CIT/Resources

Working with Administrators

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

- ➢ Introduce yourself immediately to your intern's principal. Find out who is responsible for the intern's evaluation and make contact with that administrator as well.

- ➢ Check in monthly with your intern's administrator to share positive news and to inquire if there are any areas of concern. Many problems and misunderstandings can be avoided by keeping lines of communication open.

- ➢ Do not share information or concerns with the administrator without informing your intern.

- ➢ You must preserve the confidentiality of the mentor-intern relationship in your dealings with administration.

- ➢ Take every opportunity to coach your intern in dealing with administrators. Don't take it upon yourself to solve any problems without your intern's participation.

- ➢ Call Stefan when a problem arises with an administrator (or when a problem is anticipated).

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.

CIT SUB DAY PROCEDURE

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

1. It is the responsibility of the mentor to **email CIT** at least one week **PRIOR** to taking the day. Email Kay Cordello, our CIT secretary, kay.cordello@rcsdk12.org.

   When you email Kay, please provide (ONLY) the following information for each request:

   - 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. You 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.
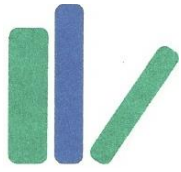
Guided Observation Form
(for Interns to use when visiting classrooms on CIT Release Days)

Name of Teacher Being Observed_____School_____

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

What are some procedures and routines that the teacher implements?

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

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

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

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

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

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

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

What are some ways the teacher demonstrates flexibility and responsiveness?

Blank Form at www.rcsdk12.org/CIT/Resources

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

. . . and Remember . . .

- A mentor encourages reflection and professional growth.

- A mentor models professionalism and best practices.

- A mentor attends fully and listens.

- A mentor preserves confidentiality.

- A mentor says what he/she is going to do, and then does it.

- A mentor uses open-ended learning-focused questions.

- A mentor starts by asking an intern "What are some things about _____ that are working?"

- A mentor is not a judge.

- A mentor is not an administrator.

- A mentor provides support 90% of the time, and evaluates 10% of the time.

- A mentor provides continuous, specific formative assessment throughout the year.

- A mentor should not add stress to the intern's life.

- A mentor uses the language from the Domains and Elements of the Teacher Evaluation Rubric to celebrate areas of strength and to identify areas of need.

- A mentor checks in regularly with an intern's administrators.

- A mentor knows to consult the CIT Director with questions.

- A mentor remembers that to provide support to others, one must take care of oneself.

- A mentor grows professionally alongside the intern.

- A mentor shapes our next generation of teachers and leaves a valuable legacy for our next generation of students.

CIT MENTOR FORMS

Find <u>digital versions</u> 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.**

Tools for Mentor Support & Feedback (continued)

CIT Suggestion Box

Use this tool for brainstorming ideas with an Intern or for providing specific suggestions or resources.

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

CIT Analysis of Student Work Protocol

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

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

CIT Intern Reports

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 <u>digital versions</u> 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.

CIT Professional Support Reports

Professional Support Intake Form

Complete/Sign/Submit at start of professional support.

Career in Teaching Professional Support Intake Form

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

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

See information about Professional Support on pages 27-28.

Professional Support Semester Report

Complete/Sign/Submit in January and June.

Career in Teaching Professional Support Semester Report

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

Tools for Mentor Reflection

CIT Panel Observation Form
Completed by your CIT Panel Contact by March 31st.

NEW Peer Observation Form
Mentors get observed by peer AND observe a peer. Complete both by March 31st.

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

Mentor Skills Self-Assessment Rubric

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

Name_____Date_____

ATTENDS FULLY	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
Uses effective physical alignment (sits next to intern)			
Uses nonjudgmental body language (eye contact, nodding of head, smiling, etc.)			
Listens without interruption			
Listens non-judgmentally, without personal referencing, personal curiosity, personal certainty			
Listens for assumptions, inferences, perceptions, perspectives			
INVITES THINKING Uses Invitational stems that include:	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
An approachable voice(intonation)			
Plural Forms (What are some ways….)			
Exploratory Language (How might….)			
SUSTAINS THINKING **Through pausing and paraphrasing**	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
Pauses ▪ After asking a question ▪ After hearing a response ▪ Before making a response or asking a question			
Paraphrases ▪ To acknowledge and clarify emotion ▪ To acknowledge and clarify content ▪ To summarize/organize content ▪ To shift level of abstraction			
	Flexibly and Fluently	Consciously Skilled	Consciously Unskilled
USES A THIRD POINT			

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

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

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**).	
	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**).	
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** (**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 Reflections** (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

2019-2020 CIT LEAD TEACHER-MENTOR FORUMS

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.)

September 23, 2019 4:00-7:00 p.m. **ALL MENTOR FORUM 1:** Welcome—**Dinner – Meet Your Panel Contact!**
Temple B'rith Kodesh, 2131 Elmwood Ave
On-Line MENTOR DATA and INTERN/PROF SUPPORT TEACHER DATA FORMS DUE

October 21, 2019 *Optional for experienced mentors, required for new mentors: STATUS REPORT CLINIC*
3:15-4:30 p.m. OR 4:45-6:00 p.m. RTA/NYSUT Building, 30 N. Union St. (See Below.)

November 18, 2019 4:00-6:00 p.m. **MENTOR FORUM 2:** School Without Walls 480 Broadway, Snacks provided.
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 27, 2020 4:00-6:00 p.m. **MENTOR FORUM 3,** School Without Walls 480 Broadway, Snacks provided.
MID-YEAR INEFFECTIVE REPORT DUE for Interns with more than one domain rated "Ineffective"

February 15, 2020 INTERN OF THE YEAR NOMINATIONS DUE

March 16, 2020 4:00-6:00 p.m. **MENTOR FORUM 4** School Without Walls 480 Broadway; Snacks Provided.
SPRING STATUS REPORT DUE

March 31, 2020 Peer Observations and CIT Panel Observations should be competed.

April 15, 2020 If you are not recommending your intern for continuation, you must send a copy of your final
report directly to CIT by April 15th.

May 18, 2020 4:00-7:00 p.m. **MENTOR FORUM 5:** Reflecting and Celebrating – Interns of the Year
Temple B'rith Kodesh, 2131 Elmwood Avenue, **Dinner Provided!**

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

May 31, 2020 MENTOR REVIEW OF RECORDS meeting with CIT Panel Contact should be completed.
MENTOR SELF-EVALUATION DUE

June 9, 2020 *CIT Mentor/Intern Social, Time and Location TBD, RSVP will be requested.*

Dates listed in BLUE are required for NEW mentors.

July 22-25, 2019 12:00-5:00 p.m. RTA Conference Room A, 3rd floor, 30 N. Union St.
NEW MENTOR TRAINING

September 16, 2019 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 7, 2019 4:00-6:00 p.m. RTA Conference Room A, 3rd floor, 30 N. Union St.
LEARNING-FOCUSED CONVERSATIONS TRAINING #2

October 21, 2019 3:15-4:30 p.m. OR 4:45-6:00 p.m. RTA/NYSUT Building, 30 N. Union St.
STATUS REPORT CLINIC

November 4, 2019 4:00-6:00 p.m. RTA Conference Room A, 3rd floor, 30 N. Union St.
LEARNING-FOCUSED CONVERSATIONS TRAINING #3

December 16, 2019 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.rcsdk12.org/CIT

Questions? Call or email Stefan Cohen, 585-262-8541