Rochester City School District, Rochester, NY
Career in Teaching (CIT) Program
Mentor Handbook
2017-2018

Career in Teaching
Stefan Cohen, Director
www.rcsdk12.org/CIT
585-262-8541
Table of Contents
Welcome ........................................................................................................................................3
Phases of First-Year Teaching ........................................................................................................4-5
Roles of the Mentor .........................................................................................................................6
Getting Started ................................................................................................................................7-8
Building Trust & Preserving Confidentiality ..................................................................................9-11
Classroom Environment ................................................................................................................12
Gordon’s Ladder ..............................................................................................................................13-14
Teachscape Framework Quick-Glance ............................................................................................15
Using CIT Tools for Learning-Focused Conversations .................................................................16-23
CIT “Big Picture” ............................................................................................................................24
Mentor Timelines: Interns ................................................................................................................25-26
Professional Support Mentoring ....................................................................................................27
Mentor Timeline: Professional Support ..........................................................................................28
Record-keeping Tips .........................................................................................................................29
Tips for Modeling and Co-Teaching with Interns ..........................................................................30
Tips for helping Interns with Co-teaching .....................................................................................31
Culturally Responsive Teaching ...................................................................................................32
Intern in Trouble ...............................................................................................................................33-34
Working with Administrators ..........................................................................................................35
CIT Sub Days ..................................................................................................................................36-37
…and Remember… ............................................................................................................................38
APPENDIX: CIT Forms and Samples ............................................................................................39-66
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

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

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

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
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

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

- 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

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

Mentor Roles
Getting Started

If you are activated...

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

☐ 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.

☐ Begin to record contacts and update them monthly on 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. Keep your 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 (see Appendix):
  • “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
You have just been assigned your new intern(s)! What do you do next?

- CALL YOUR INTERN AS SOON AS POSSIBLE! Chances are your intern is 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 intern 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. Use this opportunity to review the CIT program and the mentor/intern relationship. 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.
- At your next meeting, 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 talk about.
- Consider putting together a binder for your intern to keep him or her organized in terms of record keeping.
- Complete the on-line “CIT Teacher Data Form:” [CIT Teacher Data Google Form](#).
- Remind your intern about opportunities for Tuition Reimbursement.
- Go over your intern’s plan for the first day of school. Create a start-up packet of ideas, activities, and “getting to know you” exercises that your intern can use for the opening of the school year.
- Acclimate your intern to our school district. Meet your intern in his or her new classroom and spend some time helping him or her set up. Make sure rituals and routines 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.
- Share curriculum guides/Common Core Standards.

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

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. | 

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

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

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

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

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

☐ Exceptions: danger of harm to others or themselves.

☐ If information should be shared…
  o have intern accompany you to share the information, or
  o get intern’s permission to share, or
  o inform the intern that the information is being shared.

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

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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.

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

**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

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!

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

(You feel guilt, then anger and frustration.)

(You feel satisfaction.)

(You do things well and you can’t explain why!)
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.
### 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 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

### 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
USING CIT TOOLS TO ENGAGE INTERNS IN LEARNING-FOCUSED CONVERSATIONS

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?
**ADDITIONAL QUESTIONS TO CONSIDER USING IN A LEARNING-FOCUSED PLANNING CONFERENCE**

- 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 (e.g., 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 (See Appendix)

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 (See Appendix)

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

*Analysis of Student Work Protocol (See Appendix)

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.
A MENTOR-INTERN CONVERSATION

Using the Collaborative Feedback form (p.20) to Guide the Conversation

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 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 Appendix for form.)

Career in Teaching
TEACHER SELF-ASSESSMENT / GOALS

<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>Mentor Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>School:</td>
</tr>
</tbody>
</table>

To be discussed with the Intern or Professional Support teacher.

<table>
<thead>
<tr>
<th>Strength</th>
<th>Standard (Domain)</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrating Knowledge of Content and Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrating Knowledge of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrating Knowledge of How to Set Instructional Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrating Knowledge of Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Designing Coherent Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Designing Student Assessments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Classroom Environment
|   • Creating an Environment of Respect and Support |
|   • 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($):
Sample Mentor Log (This is what I wrote in my spiral log)

<table>
<thead>
<tr>
<th>What's Working?</th>
<th>Challenges/Concerns/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ uses teacher assistants (students have jobs)</td>
<td>+ rubric is vague</td>
</tr>
<tr>
<td>+ She begins with a review and checks for understanding</td>
<td>+ Do students know what they’re being graded on?</td>
</tr>
<tr>
<td>+ EQ on screen “Is seeing Really Believing?”</td>
<td>- A model would help to clarify</td>
</tr>
<tr>
<td>+ great rapport w/ kids</td>
<td>- what is her specific objective?</td>
</tr>
<tr>
<td>+ had them write their ideas in journal</td>
<td>- what follow-up writing assignments will she give?</td>
</tr>
<tr>
<td>+ everyone was engaged</td>
<td>When I meet w/ Ashley, ask her the following:</td>
</tr>
<tr>
<td>+ good visuals on walls</td>
<td>If you were to compare the interaction among your students now to the way they interacted back in September, what are some things you did to create this community of learners?</td>
</tr>
<tr>
<td>* students are treated w/ respect</td>
<td>* Given the assignment they had, what are some objectives that perhaps you had in mind for this lesson?</td>
</tr>
<tr>
<td>* students respect each other</td>
<td>* Given this assignment, what are some additional criteria that might have been included in the rubric (grading of their product)?</td>
</tr>
<tr>
<td>+ she paraphrases what they say</td>
<td>What are some writing assignments that you might promote autonomy, interaction &amp; choice?</td>
</tr>
<tr>
<td>+ She generates multiple perspectives through her words</td>
<td></td>
</tr>
<tr>
<td>+ she chooses pics of interest</td>
<td></td>
</tr>
<tr>
<td>* students know routines/procedures/self monitor</td>
<td></td>
</tr>
<tr>
<td>* she created an environment of respect &amp; rapport</td>
<td></td>
</tr>
<tr>
<td>* she engaged students in learning by connecting instruction to their experiences/interests</td>
<td></td>
</tr>
<tr>
<td>* facilitated learning that promoted autonomy, interaction &amp; choice</td>
<td></td>
</tr>
</tbody>
</table>
Collaborative Mentor-Intern Feedback Form

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

Check all that apply:

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

What's Working:
- you have created an environment of respect and support
- you engaged students by connecting instruction to student interests
- you facilitated learning that provided autonomy, interaction and choice

Current Focus----Challenges----Concerns:
- creating rubrics that have specific criteria for students
- providing models to clarify expectations
- 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?

<table>
<thead>
<tr>
<th>Planning &amp; Preparation</th>
<th>The Classroom Environment</th>
<th>Instruction</th>
<th>Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrating Knowledge of Content and Pedagogy</td>
<td>- Creating an environment of respect and support</td>
<td>- Communicating goals clearly and accurately</td>
<td>- Maintaining accurate records about student progress</td>
</tr>
<tr>
<td>- Demonstrating Knowledge of Student Development</td>
<td>- Planning and implementing classroom procedures and routines that support student learning</td>
<td>- Engaging students in critical thinking through effective questioning and discussion strategies</td>
<td>- Reflecting on teaching practices and planning professional development goals</td>
</tr>
<tr>
<td>- Demonstrating Knowledge of Students' Interests and Cultural Heritage</td>
<td>- Orchestrating responsible and responsive student behaviors</td>
<td>- Engaging students in learning by connecting instruction to students' life experiences and interests</td>
<td>- Communicating with families about the instructional program and student progress</td>
</tr>
<tr>
<td>- Designing Coherent Instruction and Assessment aligned with goals and NYS Standards</td>
<td>- Orchestrating responsible and responsive student behaviors</td>
<td>- Using a variety of instructional strategies to respond to students' diverse needs</td>
<td>- Contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects</td>
</tr>
<tr>
<td>- Designing Instruction suitable for Diverse Learners</td>
<td>- Orchestrating responsible and responsive student behaviors</td>
<td>- Facilitating learning experiences that promote autonomy, interaction and choice</td>
<td>- Working with communities to improve professional practice</td>
</tr>
<tr>
<td>- Designing Instruction based on Student Growth and Assessment Data</td>
<td>- Orchestrating responsible and responsive student behaviors</td>
<td>- Providing quality and timely feedback</td>
<td>-</td>
</tr>
</tbody>
</table>
Career in Teaching: “the Big Picture”

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 permanent/professional New York State certification 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:

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

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

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

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](http://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 a meeting.
_____ As soon as you are activated, stop by the CIT Office to pick up an Intern Handbook for you and for each of your interns.
_____ Email the principal to introduce yourself and to find out who evaluates your intern. If it is not the principal, email the administrator to introduce yourself and provide contact information to him/her. Plan to email the administrator monthly to share positive aspects about your intern and to inquire about areas on which to help your intern.
_____ If you do not have the teacher evaluation rubric, email Stefan for an electronic copy and print it. Make sure your intern has one and discuss it thoroughly with him/her.
_____ Start using your spiral notebook Mentor Log to record notes about contacts, meetings, conferences, observations, etc.
_____ Begin to record CIT-related contacts on the on-line CIT Mentor Calendar form to be shared with the CIT Office. Update monthly to roughly quantify your mentor contacts.
_____ Have informal meetings with Intern(s). Use peer coaching skills such as pausing, paraphrasing, probing: open-ended questions; listen more than tell. THIS IS ONGOING.

Late August/early September

_____ Complete on-line CIT Teacher Data Form with information about 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.
_____ Talk about the first day with Intern: (Establishing an Environment of Respect and Rapport: routines, classroom procedures, getting to know students, etc.
_____ Begin to use the Collaborative Mentor-Intern Feedback Form to provide feedback and guide collaborative conversations to assist your Intern with lesson planning, unit planning, long-range planning/pacing charts, student assessment data, grade book, and all other areas on the Teacher Evaluation Rubric.
_____ 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.) Mentors should visit new Interns weekly if possible.
_____ Continue to use peer coaching skills to discover your Intern’s cognitive level of teaching. If the Intern is consciously skilled, consciously unskilled, unconsciously skilled, or unconsciously talented, you will be able to use peer coaching skills that help the Intern to reflect. It is very important to ask a great deal of reflective questions and to listen more than tell. If the Intern is unconsciously or consciously unskilled, it will be important to ask focusing questions. This type of Intern might require more suggestions (consulting).
_____ Help Intern with Emergency Sub Folder.
_____ Continue to use the Collaborative Mentor-Intern Feedback Form to provide feedback and guide collaborative conversations to assist your Intern with lesson planning, unit planning, long-range planning/pacing charts, student assessment data, grade book, and all other areas on the Teacher Evaluation Rubric (ongoing throughout year). You must provide written feedback.
_____ Continue to record CIT-related contacts on the on-line CIT Mentor Calendar form to be shared with the CIT Office. Update monthly to roughly quantify your mentor contacts.

End September/early October

_____ Continue to provide oral and written feedback during/after visits to classroom (weekly basis if at all 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 the work of your intern’s students. Help your intern to use this information to plan effective lessons.
_____ If you are noticing signs of an intern in trouble (elements that are assessed as ineffective), contact Stefan.
_____ 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 continuously 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.)

October

_____ 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.)

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.

Continue to record CIT-related contacts on the on-line **CIT Mentor Calendar form** to be shared with the CIT Office. **Update 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 rubric language. 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.

Make sure your Intern completes and signs the “**Intern Report on Mentor.**” 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.

Continue to record CIT-related contacts on the on-line **CIT Mentor Calendar form** to be shared with the CIT Office. **Update 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.**)

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.**)

Continue to record CIT-related contacts on the on-line **CIT Mentor Calendar form** to be shared with the CIT Office. **Update monthly** to roughly quantify your mentor contacts.

**January-March**

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**.

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

Make sure your Intern completes and signs the “**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.**)

Continue to record CIT-related contacts on the on-line **CIT Mentor Calendar form** to be shared with the CIT Office. **Update 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. Use the rubric as a guide when writing your report. Submit report as part of the Review of Records (see May/June below).

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.**)

Continue to record CIT-related contacts on the on-line **CIT Mentor Calendar form** to be shared with the CIT Office. **Update monthly** to roughly quantify your mentor contacts.

**May/June**

**Mentor Self-Assessment** due at Review of Records or may be submitted to CIT Office.

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

Continue to record CIT-related contacts on the on-line **CIT Mentor Calendar form** to be shared with the CIT Office. **Update monthly** to roughly quantify your mentor contacts.

---

**Refer to the Lead Teacher-Mentor Calendar on the back 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?

<table>
<thead>
<tr>
<th>Resident (Non Tenured)</th>
<th>Professional (Tenured)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Professional Support Intake Form and Professional Support CIT Teacher Data Form.</td>
<td>Complete Professional Support Intake Form and Professional Support Teacher Data Form.</td>
</tr>
<tr>
<td><strong>Visit frequently:</strong> 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.</td>
<td>Make initial contact with the teacher. <strong>Visit as often as the teacher allows.</strong> 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.</td>
</tr>
<tr>
<td><strong>Provide peer feedback</strong> (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.</td>
<td>Encourage the teacher to let you observe and provide peer feedback. <strong>DO NOT EVALUATE THE TEACHER.</strong> 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. <strong>Semester Report should not be evaluative.</strong></td>
</tr>
<tr>
<td>While focused on specific goals, you may also provide the same support you would give if the teacher were new.</td>
<td>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.</td>
</tr>
<tr>
<td>Maintain confidentiality at all times.</td>
<td>Maintain confidentiality at all times.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>NEVER VOICE AN OPINION THAT CAN BE PERCEIVED AS A NEGATIVE COMMENT AGAINST THE SUPERVISOR.</strong> Maintain leadership behavior at all times.</td>
<td><strong>NEVER VOICE AN OPINION THAT CAN BE PERCEIVED AS A NEGATIVE COMMENT AGAINST THE SUPERVISOR.</strong> Maintain leadership behavior at all times.</td>
</tr>
<tr>
<td>Submit monthly calendar of contacts to CIT Office.</td>
<td>Submit monthly calendar of contacts to CIT Office.</td>
</tr>
<tr>
<td>Your CIT Panel Contact should conduct a Panel Observation of you and the non-tenured teacher.</td>
<td>Your Panel Member should NOT conduct a Panel Observation of you and the tenured teacher.</td>
</tr>
</tbody>
</table>

PLEASE REMEMBER THAT IF YOU HAVE QUESTIONS OR CONCERNS, CALL STEFAN, 262-8541.
Mentor Timeline for PROFESSIONAL SUPPORT Paperwork/Contacts

August/September

1. On the day that you are activated, contact your Professional Support Teacher to introduce yourself and set up a meeting.
2. Refer to the Professional Support Mentoring Guidelines to understand the difference in support given to Resident (Non-Tenured) Teachers and Professional (Tenured) Teachers.
3. As soon as you are activated, stop by the CIT Office to pick up an Intern/Professional Support Handbook for you and for each teacher you support.
4. If you do not have the teacher evaluation rubric or Teacher Evaluation Guide, pick up a copy at the CIT Office or website.
5. Start using your spiral notebook Mentor Log to record notes about contacts, meetings, conferences, observations, etc.
6. Begin to record CIT-related contacts on the on-line CIT Mentor Calendar form to be shared with the CIT Office. Update monthly to roughly quantify your mentor contacts.
7. 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.
8. Complete on-line CIT Teacher Data Form with your assigned teacher.
9. 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; listen more than tell. THIS IS ONGOING.
10. 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

1. 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 a great deal of 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).
2. Continue to have collaborative conversations focused on the goals set on the Intake Form.
3. 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.
4. When appropriate, use the Danielson Framework for Teaching rubrics as a “third point” to discuss teaching practice.
5. Continue to record CIT-related contacts on the on-line CIT Mentor Calendar form to be shared with the CIT Office. Update monthly to roughly quantify your mentor contacts.

January

1. 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.
2. If working with a Resident (untenedured) 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.
3. Continue to record CIT-related contacts on the on-line CIT Mentor Calendar form to be shared with the CIT Office. Update monthly to roughly quantify your mentor contacts.

February-April

1. If Professional Support continues, continue to have collaborative conversations focused on the goals set on the Intake Form (see August-September, October above).
2. If working with a Resident (untenedured) Professional Support teacher, CIT Panel Observation and Peer Observation should be completed by March 31st.
3. Continue to record CIT-related contacts on the on-line CIT Mentor Calendar form to be shared with the CIT Office. Update monthly to roughly quantify your mentor contacts.

May-June

1. 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.
2. Mentor Self-Assessment due to Stefan
3. Continue to record CIT-related contacts on the on-line CIT Mentor Calendar form to be shared with the CIT Office. Update monthly to roughly quantify your mentor contacts.
Record-Keeping Tips

~ Set up a “system” of folders or binders to collect and organize paperwork and use it consistently.

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

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

~ Keep up your Mentor Calendar Form and update 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.


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?

**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?

**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?

**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 interpersonal 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:
Rochester Teacher Center: http://www.rochesterteachercenter.com/
RCSD Department of English Language Learners: http://www.rcsdk12.org/Page/302
RCSD Native American Resource Center: http://www.rcsdk12.org/Page/545

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:
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.
AN INTERN IN TROUBLE
(When using the rubric, many areas are assessed as ineffective.)

Student Related
- Nervous/anxious in front of students (lacks self-confidence)
- Negative attitude toward students (blames students for own failures)
- Paces, always in motion or sits behind desk – most of the time
- Students in turn 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 – all other teachers think the same about them.
- Treats students like peers/friends rather than maintaining poise as teacher
- Breaks down in front of students
- Displays inconsistency in dealing with discipline problems
- Attempts at praising students seem artificial
- Uses excuses

Teacher Related
- 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.)
- Does not prepare or plan lessons adequately. (Ignores suggestions made by mentor)
- Takes advantage of well-intended colleagues by sending problem student to them on a regular basis
- Makes serious mistakes when teaching and does not accept constructive criticism from mentor
- Is extremely unorganized
- 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 in front of students 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 pedagogy 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
Mentor Action Plan for an “Intern in Trouble”

John is a first year teacher with a master’s degree in education from a local college. He is teaching sixth grade. It is mid-October. His mentor has several concerns and is contemplating submitting a “Statement of Concern” report. After numerous observations (seven) and conferences (nine), the following areas are ineffective:

- Interactions in the classroom are characterized by sarcasm or conflict. John does not deal with disrespectful behavior. For example students use disrespectful talk towards each other with no response from John.
- Much instructional time is lost due to inefficient classroom routines and procedures.
- When moving into small groups, students are typically confused as to where they are supposed to go. This results in a high noise level in the classroom; this is at a source of complaints by colleagues and the administration.
- The administrator told the mentor that the classroom environment is often chaotic. When John notices student misbehavior, he appears helpless to do anything about it. Parents are not being contacted; a few are complaining to the administrator.
- The instructional purpose of the lessons is typically unclear.
- Pacing is way off. An inordinate amount of time is being spent on some lessons causing behavior to erode.
- John’s questions are quickly asked with single correct answers. Students do not engage in discussions; John does the majority of the talking.
- John seldom checks for understanding and typically moves on to the next concept even if students do not appear to understand the lesson.
- John frequently complains about being hired Labor-day weekend.
- He student taught in Pittsford and continually compares his present assignment to Pittsford schools.
- John has said, “The weekend is my time.”
- John has a second job working in a sports store.
- This intern has not opened his mail or looked at memos in over three weeks. The stack is growing.
- A recent school-wide fund-raiser caused frustration for John because he did not keep track of the money collected.
- The intern does not return the mentor’s phone calls.

The mentor’s help:
In addition to the observations, phone calls, and feedback, the mentor arranged for John to observe her in her classroom. She provided him with a guided observation form specifically asking him to focus on her routines, response to student misbehavior and how she checked for understanding. Materials were provided as well as help on planning lessons. The mentor made the intern aware of the administrator’s concerns and attended workshops on instruction and management with John.

*In order to move from ineffective to developing, John needs help. Write an action plan with a timeline for him to meet success.*
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](mailto: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.**
Career in Teaching Tool
Guided Observation Form
(for Interns to use when visiting classrooms on CIT Release Days)

Name of Teacher Being Observed____________________________________________________School________________

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

What are some procedures and routines that the teacher implements?

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

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

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

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

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

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

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

What are some ways the teacher demonstrates flexibility and responsiveness?
... 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.
APPENDIX
CIT FORMS AND SAMPLES

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

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

<table>
<thead>
<tr>
<th>Strength</th>
<th>Standard (Domain)</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Preparation</strong></td>
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<tr>
<td>• Demonstrating Knowledge of Content and Pedagogy</td>
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<td>• Demonstrating Knowledge of Students</td>
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<td>• Demonstrating Knowledge of How to Set Instructional Outcomes</td>
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<td>• Demonstrating Knowledge of Resources</td>
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<tr>
<td>• Designing Coherent Instruction</td>
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<tr>
<td>• Designing Student Assessments</td>
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</table>

| **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):
# 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/APPt. 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](mailto:CIT@rcsdk12.org), 585-262-8541).

Date: ______________

Teacher Name: ___________________________  Lead Teacher-Mentor Name: ___________________________

Grade/Subject: ___________________________  School/Work Location: ___________________________

<table>
<thead>
<tr>
<th>CIT Career Ladder (check one):</th>
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<tbody>
<tr>
<td>☐ Intern (first year) with Prof Support</td>
<td>☐ Resident (untenured) Year Three/Four</td>
</tr>
<tr>
<td>☐ Resident (untenured) Year Two</td>
<td>☐ Tenured (Professional or Lead)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Check all that apply:</th>
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<tbody>
<tr>
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<td><strong>Planning &amp; Preparation</strong></td>
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<td>☐ Demonstrating Knowledge of Content and Pedagogy</td>
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<td>☐ Demonstrating Knowledge of Student Development</td>
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<td>☐ Demonstrating Knowledge of How to Set Instructional Outcomes</td>
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<td>☐ Managing Classroom Procedures</td>
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<tr>
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<td>☐ Communicating/Engaging with families</td>
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<td></td>
<td>☐ Participating in a Professional Community by contributing to the school and district</td>
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<td></td>
<td>☐ Growing and Developing Professionally</td>
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<tr>
<td></td>
<td>☐ Showing Professionalism</td>
</tr>
</tbody>
</table>

**Mentoring Plan:**

**Additional Notes:**

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**Teacher Signature**  **Date**  **Lead Teacher-Mentor Signature**  **Date**

Return this completed and signed form to the CIT Office via email ([CIT@rcsdk12.org](mailto:CIT@rcsdk12.org)) or courier (CIT Office, CO2, Central Office).
## Collaborative Mentor-Intern Feedback Form

**Teacher Name:** __________________________  **Mentor Name:** __________________________

**Grade/Subject:** __________________________  **Teacher's Signature:** __________________________  **Date:** __________________________

### Check all that apply:

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

### What's Working:

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

### Teacher’s Next Steps:

### Mentor’s Next Steps:

### Next Meeting Date:  
**Focus:**

### Questions:

<table>
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<tr>
<th>Planning &amp; Preparation</th>
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<th>Instruction</th>
<th>Professional Responsibilities</th>
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• Demonstrating Knowledge of How to Set Instructional Outcomes  
• Demonstrating Knowledge of Resources  
• Designing Coherent Instruction  
| • Creating an environment of respect and rapport  
• Establishing a Culture of Learning  
• Managing Classroom Procedures  
• Managing Student Behavior  
• Organising Physical Space  | • 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  | • Reflecting on teaching practices  
• Maintaining Accurate Records about student progress  
• Communicating/Engaging with families about the Instructional program and about student progress  
• Participating in a Professional Community by contributing to the school and district through collaborative relationships with colleagues and participation in school and district projects  
• Growing and Developing Professionally  
• Showing Professionalism  |
### Career in Teaching Tool

**Name:** ____________________________  **Mentor:** ____________________________

**Grade Level/Subject Area:** ____________________________  **Date:** ____________________________

**Focus Area:**

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

### Suggestions:

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**CIT Mentor Handbook, 2017-2018**

Page 43
## Analysis of Student Work Protocol

Name: ___________________________________ Mentor: __________________________ Grade Level/Subject Area: __________________________

Content Standard/Objective: __________________________________________

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

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>What did the student demonstrate that he/she knew or could do?</th>
<th>What did the student demonstrate he/she couldn’t do; what misconceptions or wrong info did the student have?</th>
<th>What might be the next steps for this student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIDDLE</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>LOW</td>
<td></td>
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</tr>
</tbody>
</table>

Based on our discussion of student responses at the top, middle and bottom of the class, what needs to be re-taught?
Career In Teaching
Intern Status Report

Intern's Name: ___________________________________________ School: ____________________________

Mentor's Name: ____________________________ Grade/Subject Level: ____________________________

Observation Dates/ Times: _________________________________________________________________

Conference Dates: _______________________________________________________________________

<table>
<thead>
<tr>
<th>Effective:</th>
<th>Performance meets or exceeds professional expectations for interns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing:</td>
<td>Performance continues to improve in areas indicated.</td>
</tr>
<tr>
<td>Ineffective:</td>
<td>Performance needs improvement in areas indicated.</td>
</tr>
</tbody>
</table>

1. Planning and Preparation

   Demonstrates knowledge of important concepts when planning; demonstrates knowledge of students when planning; sets instructional outcomes; utilizes resources; designs coherent instruction based on NYS/Common Core Content Standards; designs coherent instruction for diverse learners; designs student assessments that correspond to instructional outcomes and that guide planning

   ___ Effective   ___ Developing   ___ Ineffective
2. Classroom Environment
Creates an environment of respect and rapport; Establishes a culture for learning; implements classroom procedures and routines that support student learning; Manages student behavior; organizes physical space to promote learning

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>

3. Instruction
Communicates clearly with students; Uses effective questioning and discussion techniques; Engages students in learning by connecting instruction to students’ life experiences and interests; uses a variety of instructional strategies to respond to students’ diverse needs; facilitates learning experiences that promote autonomy, interaction and choice; provides quality and timely feedback; uses assessment in instruction; demonstrates flexibility and responsiveness.

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>
4. **Professional Responsibilities**

Maintains accurate records about student progress; reflects on teaching practices to assess the effectiveness of lessons and plans lessons accordingly; communicates/engages with families about the instructional program and about student progress; contributes to the school and district through collaborative relationships with colleague; participates in school and district projects; grows and develops professionally to enhance content knowledge and pedagogical skill; shows professionalism

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>

Mentor’s Signature: ___________________________________________ Date: __________

Intern’s Signature: ___________________________________________ Date: __________

*Intern may attach a response or comments. Please return form *underseal* to Mentor Program Coordinator, CIT Office
Carol’s plans and practice are beginning to reflect some awareness of important ELA concepts. She is familiar with the concepts of the Grade 8 ELA curriculum and the Common Core Standards. For example recently she planned a lesson based on Speaking & Listening: Comprehension and Collaboration. (Students will engage in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly.) Part of her planned lesson included having the students listen to each other during a brainstorming session about heroes. The plan included having the students work in groups. When we discussed the plan, Carol was aware that some of her students have IEP’s, but she had not read them yet. To assist Carol with formulating groups based on varied ability levels for future lesson plans, we used a CIT day in order for us to review the IEP’s and to collaborate about how to use the knowledge from the IEP’s when planning her lessons. Carol recognizes that her students have different interests and she is beginning to seek knowledge based on her students’ interests, so that she can incorporate their interests into her lesson planning. For example, I shared an interest inventory and after she used it, she discovered that a large majority of her students enjoyed playing basketball, thus, she included in a recent unit a short story called “A Matter of Chittlins and Chili,” which was about the positive friendship that developed between two young men, from different cultures, who had a love for basketball. Carol and I plan to work together in the upcoming months reviewing student work and other student assessment data to design instruction based on the progress of her students. Carol has an awareness of the importance of knowing students’ learning needs and their developmental differences. She had her students write a baseline essay during the first week of school in order to begin to assess their strengths and areas in need of intervention. We are working together on how to use this assessment to develop lessons that are differentiated according to the needs of her students. We are also working on ways to check for understanding throughout the lesson so that Carol is able to assess whether or not her students are learning and how to use this information to plan her follow-up lessons.
2. Classroom Environment

Creates an environment of respect and rapport; Establishes a culture for learning; implements classroom procedures and routines that support student learning; Manages student behavior; organizes physical space to promote learning

____ Effective  _X_ Developing  ____ Ineffective

Carol’s strength in this area is in the patience and respect that she shows towards her students. The interactions between her students demonstrate general caring and respect. She and her students use courtesies such as “Please” and “Thank you.” On the first day that she met her students, she shared with them her expectations and posted a list of these on the wall. During the months of Sept and October we worked together to set up procedures for entering and leaving class in an orderly manner, management of materials, and management of transitions. Because of her consistency, there is little loss of instructional time. She uses a timer and other signals such as turning off the lights to remind the students when it is time to make a transition.

Currently we are working on strategies to manage student behavior. Carol has established standards of conduct, but the implementation is inconsistent. I plan to record one of Carol’s classes and we will use a CIT day to view the DVD together so that we can discuss steps that Carol can take to establish consistent strategies for monitoring student behavior (eg. non-verbal signals, proximity, positive reinforcements).

3. Instruction

Communicates clearly with students; Uses effective questioning and discussion techniques; Engages students in learning by connecting instruction to students’ life experiences and interests; uses a variety of instructional strategies to respond to students’ diverse needs; facilitates learning experiences that promote autonomy, interaction and choice; provides quality and timely feedback; uses assessment in instruction; demonstrates flexibility and responsiveness.

____ Effective  _X_ Developing  ____ Ineffective

Because Carol is a reflective teacher, it is a pleasure to collaborate with her on the instructional elements of this Domain. Carol clearly communicates the point of each lesson and clearly explains how the lesson is related to previous lessons. For example, recently before the students began a writing assignment in which they were going to prove their point about an issue, she reminded them to think about a story they had recently read about a hero who took a stand. She posed questions that she clearly designed to promote student thinking. For example, she began by asking the students “What are some ways you might react if you saw someone being left out of a social activity planned by a friend?” After the students wrote their responses in their journals, she directed them to turn to their partner and discuss their responses. By using this Think, Pair, Share strategy, she successfully engaged most of the students in the discussion. Carol and I plan to collaborate on ways to use assessment more regularly during instruction so that she is able to monitor the progress of her students’ learning. Feedback has been general and her students are only partially aware of the assessment criteria to evaluate their work. For example, rather than ask, “Does anyone have a question,” we are planning to work on strategies that will help Carol use strategies to elicit evidence of student understanding. (eg. Thumbs Up/Down, “3 Minute Buzz,” Exit Cards, etc.)

Carol consistently connects instruction to her students’ life experiences and interests. For example in September, for a Getting to Know You activity, she had all of her students develop an “All About Me” poster. She took photos of each student, which became the center of the poster. The students created posters, which included aspects about their lives. Before they presented their posters, Carol presented her own poster. It was clear that the students felt very connected to Carol and to each other by the end of the presentations.
4. Professional Responsibilities

Maintains accurate records about student progress; reflects on teaching practices to assess the effectiveness of lessons and plans lessons accordingly; communicates/engages with families about the instructional program and about student progress; contributes to the school and district through collaborative relationships with colleague; participates in school and district projects; grows and develops professionally to enhance content knowledge and pedagogical skill; shows professionalism

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Carol is a very reflective teacher. After her lessons, she reflects on the effectiveness of the lesson and the extent to which it achieved her instructional goals. Carol has begun to use a journal to reflect on possible lesson improvements. She has begun to use her reflections as she selects PD opportunities that would be beneficial. Carol communicates frequently about the instructional program and the progress of her students with their families. She sends out a monthly newsletter in which she highlights the upcoming content. In her newsletter she invites families to contact her if they would like to volunteer to come to her class to be part of upcoming lessons. She also sends “happy notes” home on a regular basis. In the beginning of the school year, she brought colorful post cards to her students and asked them to address these to their parents. She explained that she would use these at some point in the year to share a success with the parents. Immediately she began to send the cards out. Word spread quickly and many students told her how much their families enjoyed hearing from her. Carol is well respected by her colleagues; she has volunteered during her planning period to assist others by utilizing her photography skills. She often goes to other teacher’s classrooms to photograph activities taking place. She is also assisting in the development of the school website. Carol is conscientious about maintaining accurate records re: attendance and student grades. As Carol continues to reflect on her lessons, she and I plan to discuss her goals and the various professional learning opportunities in which she might participate to enhance her content knowledge and pedagogical skill.

Mentor’s Signature: _______________________________ Date: ______________

Intern’s Signature: _______________________________ Date: ______________

Intern may attach a response or comments. Please return form under seal to Mentor Program Coordinator, CIT Office
Please place an ‘X’ in the small boxes next to all of the items with which your mentor has assisted you. On the second page, write a narrative describing how your mentor has helped you during your internship. As part of your narrative, please describe some specific examples from the list below, and/or any specific areas in which you would like additional mentor support.

<table>
<thead>
<tr>
<th><strong>PLANNING AND PREPARATION</strong></th>
<th><strong>INSTRUCTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed Professional Goals</td>
<td>Collaborated/Consulted about ways to communicate with students (eg. clarity of lesson purpose, clear directions for activities, explanation of content, etc.)</td>
</tr>
<tr>
<td>Helped to identify important concepts of the discipline</td>
<td>Collaborated/Consulted about using effective questions and discussion techniques designed to promote student thinking and understanding</td>
</tr>
<tr>
<td>Helped to understand how to incorporate knowledge of students into planning.</td>
<td>Suggested strategies for how to engage students in learning</td>
</tr>
<tr>
<td>Helped to understand how to set instructional outcomes</td>
<td>Suggested ways to use assessment regularly during instruction in order to diagnose evidence of learning</td>
</tr>
<tr>
<td>Discussed/Reviewed NYS/Common Core Content Standards and helped to develop lessons aligned with standards Assisted with designing coherent instruction for diverse learners</td>
<td>Suggested learning experiences that promote autonomy, interaction or choice</td>
</tr>
<tr>
<td>Reviewed/Assisted in understanding RCSD Curriculum</td>
<td>Helped to analyze student work</td>
</tr>
<tr>
<td>Helped to procure and understand how to utilize resources</td>
<td>Helped to develop IEP as needed</td>
</tr>
<tr>
<td>Helped to understand how to design formative assessments that correspond to instructional outcomes and that guide planning</td>
<td>Modeled a lesson</td>
</tr>
<tr>
<td>Co-taught a lesson</td>
<td><strong>PROFESSIONAL RESPONSIBILITIES</strong></td>
</tr>
<tr>
<td><strong>CLASSROOM ENVIRONMENT</strong></td>
<td><strong>PROFESSIONAL RESPONSIBILITIES</strong></td>
</tr>
<tr>
<td>Collaborated/Consulted about ways to create an environment of respect and rapport</td>
<td>Asked me reflective questions to help me assess the effectiveness of lessons and to help me reflect on ways to enhance lessons</td>
</tr>
<tr>
<td>Collaborated/Consulted about ways to establish a culture for learning</td>
<td>Explained how to maintain accurate records about student progress</td>
</tr>
<tr>
<td>Suggested routines and procedures that support student learning</td>
<td>Suggested ways to communicate/involve families to support student learning</td>
</tr>
<tr>
<td>Suggested ways to manage student behavior</td>
<td>Encouraged and suggested ways to participate in school and district projects</td>
</tr>
<tr>
<td>Suggested ways to organize physical space to promote learning</td>
<td>Recommended professional development to enhance content knowledge and pedagogical skill</td>
</tr>
<tr>
<td>Encouraged collaboration with colleagues</td>
<td><strong>CIT Mentor Handbook, 2017-2018</strong></td>
</tr>
</tbody>
</table>
In the space below please write a narrative about how your mentor has assisted you and/or describe any areas with which you would like your mentor to assist you in the upcoming months. If you need more space, please use another sheet of paper.

Intern’s Signature

Date ______________________

Mentor’s Signature

Date ______________________

Return signed form to CIT Program Director, CO-2
CAREER IN TEACHING
Lead Teacher Assigned as Mentor Observation Form
(For Peer Observation or CIT Panel Contact Observation of Lead Teacher-Mentor)

Lead Teacher Assigned as Mentor: _________________________________

Name of Observer: _________________________________  ☐ Panel Contact   ☐ Peer Observer

Date: _______   Time: _______   Place of Observation: ________________

Intern: ________________   Class Observed: ________________

Activities Observed (check as many as apply):

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

Observation: 

OVER
Based on this observation, the Lead Teacher/Mentor is rated:

☐ EFFECTIVE  ☐ DEVELOPING

Observer’s Signature: ___________________________  Date: _____________

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

Lead Teacher-Mentor’s Signature: ___________________________  Date: _____________

A Lead Teacher may attach a written response to this form. Please return form to CIT Office.

(For CIT Panel Use)
Comments/Action Needed:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

CIT Reviewer’s Signature: ___________________________  Date: _____________
CIT Mentor Handbook, 2017-2018

Career in Teaching

STATEMENT OF CONCERN 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 may be completed at any time after the first status report is reviewed with an intern.

Intern: ___________________________________________ School: ________________________________
Mentor: ___________________________________________ Date: _________________________________
Panel Contact: ___________________________________________

Description of area(s) of difficulty:

- Demonstrates little or no understanding of how students learn.
- Learning activities are poorly aligned with instructional outcomes and lesson plans do not have a coherent structure.
- Does not deal with disrespectful behavior.
- Much instructional time is lost due to inefficient routines and procedures.
- Does not intellectually engage students in lesson.
- Demonstrates little or no assessment or monitoring of student learning.
- Does not communicate with families about student progress.

Summary of actions taken:

- Modeled/provided sample lessons that show how to connect lesson to students’ interests and diverse needs
- Provided samples of lesson plans that are aligned with instructional outcomes; spent a CIT day collaborating on development of coherent lesson plan
- Shared samples of behavior mod plans and demonstrated how to have a conference with a student and parent to discuss how to incorporate the plan.
- Modeled effective routines and procedures to use in the beginning of a class, during the class and at the end of the period (eg. wait time, timer, lights out, homework basket, student homework distributors)
- Modeled 3 lessons to show how to use a variety of instructional strategies (small groups, mini-lesson, independent assignment, Think, Pair, Share, etc.)
- Modeled/provided sample lessons that show how to use a variety of questions and how to differentiate instruction so that more students are engaged
- Provided hand out called “How do I Know they are Really Learning?” and modeled some of the strategies
- Provided samples of strategies for informal assessments such as having students signal with gestures (thumbs up/down) to indicate whether or not they understand; have students paraphrase or retell in their own words and share; have students write down one piece of new information and then move around the room to “give 1 idea and get 1 idea” to add to their list.
- Provided samples of parent letters that include print-outs of current grades

Future outlook and additional support suggested:

Intern needs to

- Spend time planning student-centered lessons that incorporate a variety of instructional strategies and that allow for individual differences (Continue to work with mentor for lesson plan guidance and then implement the lessons.)
- Video tape upcoming lesson and use a CIT day to reflect on the lesson and collaborate on ways to incorporate routines, instructional strategies to engage students, and possible informal assessment strategies to check for understanding.
- Work with mentor on re-establishing a behavior management plan and parent communication plan and then implement these immediately

Mentor’s Signature: ________________________________ Date: ________________________________
Intern’s Signature: ________________________________ Date: ________________________________

Send report under seal to Mentor Program Director, CIT Office.
Career in Teaching

SAMPLE

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 Mentor Program Coordinator by mid-January.

Intern: ___________________________ School: ___________________________

Mentor: ___________________________ Date: January 14, 2012

Panel Contact: Marie Costanza

Date of Early Warning Report: December 2, 2010

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 an 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 Mentor 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 seal to the Mentor Program Coordinator, CIT Office.)

______________________________ ___________________________
Intern’s Signature* Date

(*Signature indicates that this report has been seen only, not approved.)

______________________________ ___________________________
Mentor’s Signature Date

Send report under seal to mentor Program Director.
A. Describe the progress this intern made during the school year. Include references to growth and/or problems in meeting the professional expectations for interns and any other areas germane to the intern’s future in the teaching profession.
B. Describe the procedures you employed to assist this intern. Include specific references to time and frequency of observations and conferences. Note other assistance and interaction as reflected in your records.

Mentor’s Signature: __________________________  Date: ________________

Intern’s Signature: __________________________  Date: ________________

Reviewed by CIT Panel: ______________________  Date: ________________

(Signature)

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

This form should be presented in person to the CIT Panel during the Final Review Process unless otherwise directed.
A. Describe the progress this intern made during the school year. Include references to growth and/or problems in meeting the professional expectations for interns and any other areas germane to the intern’s future in the teaching profession.

I HIGHLY RECOMMEND _________ for continued employment in the Rochester City School District. This recommendation is based on 18 observations and 42 conferences throughout the 2014-2015 school year. _________ was hired as a Vocal Music teacher at _________. I was assigned as _________’s mentor September 10, 2014.

Whether planning for MIOL (Music in our Lives), small group voice lessons or full group ensemble, _________’s plans reflect the goals and objectives found in the State and National Standards for Music Education. Following the RCSD curriculum, _________’s plans further reflect the readiness levels and interests of varying age groups of adolescent teens from diverse backgrounds. Planning with knowledge of his students in mind, _________ has shown significant growth in modifying and adapting overall instructional outcomes to different students. At the secondary level, musical content and concepts can be quite complex. While the goal is for all students to eventually attain and internalize the same concepts, the level of scaffolding looks quite different from class to class. Assessment of learning outcomes is largely done through performance based and written tasks. _________ has attended professional development workshops on “checking for understanding” and applied these strategies to his instruction with excellent results.

One of _________’s greatest strengths is his ability to form positive relationships with students. From the first interactions _________ had with his students back in September, he has made significant efforts to create and foster an environment of mutual respect and rapport. His students know that he is fully invested in them as both students and young people. Through both verbal and non-verbal communication, _________ exudes a level of enthusiasm and passion that is contagious, thus creating a culture for learning that is both exciting and engaging to his students. His students respond by consistently expending their best efforts, and taking obvious pride in their talents. With subtle prompting, _________’s students assume considerable responsibility for the smooth operation of daily routines. _________ also holds his students to the highest standards of personal behavior. He has built an environment of mutual respect, but when necessary, _________’s response to misbehavior is subtle, using proximity and/or private conferencing to respect the dignity of each individual.

Through meaningful, student-centered instructional strategies, _________ successfully engages his students in each lesson that he teaches. Whether he is teaching basic musical concepts or building upon the theory behind the music, he clearly communicates the instructional purpose and models the task so that students understand what they are expected to do. He invites student intellectual engagement by posing questions that encourage student to make connections among concepts, as well as to other experiences, both personal and academic. _________ has attended professional development workshops on “checking for understanding” and applied these strategies to his instruction with excellent results. At all readiness levels, he constantly has his finger on the pulse of the class, using global indications as well as individual checks for understanding throughout the class period. To this end, feedback is immediate and specific to each individual’s performance.

_______ is reflective and eager to improve his practice. He welcomes feedback from his mentor, administrator, colleagues, and students. He is open to suggestions and applies new strategies directly his practice. _________ is a well-respected member of the staff at _______________. He is a proud and active member of the school community,
arriving early and leaving late to be available to assist students or collaborate with colleagues. He puts a great deal of
time and effort into maintaining open communication with the parents/guardians of the students that he teaches, and has
taken an active role in supporting many of his students in both their academic and social development.

It has truly been my pleasure working with ________ as he begins his career with the Rochester City School District.

B. Describe the procedures you employed to assist this intern. Include specific references to time and
frequency of observations and conferences. Note other assistance and interaction as reflected in
your records.

- Reviewed Professional Goals
- Helped to identify important concepts of the discipline
- Helped to understand how to incorporate knowledge of students into planning.
- Helped to understand how to set instructional outcomes
- Provided resources and materials (journals, index cards, chart paper, pencils, etc.)
- Discussed/Reviewed NYS/Common Core Content Standards and helped to develop lessons aligned with standards
- Assisted with designing coherent instruction for diverse learners
- Reviewed/Assisted in understanding RCSD Curriculum and Pacing
- Collaborated/Consulted about ways to create an environment of respect and rapport
- Collaborated/Consulted about ways to establish a culture for learning
- Suggested routines and procedures that support student learning (attention getting signal, firm limits, etc.)
- Suggested ways to organize physical space to promote learning
- Collaborated/Consulted about ways to communicate with students (eg. clarity of lesson purpose, clear directions for
activities, explanation of content, etc.)
- Collaborated/Consulted about using effective questions and discussion techniques designed to promote student
thinking and understanding (wait time to promote deeper thinking and exploration of content)
- Suggested strategies for how to engage students in learning; provided a binder of literacy and vocabulary strategies
to support active engagement with the content.
- Suggested ways to use assessment regularly during instruction (through the use of interactive strategies) in order to
diagnose evidence of learning.
- Suggested learning experiences that promote autonomy, interaction or choice (introducing common experiences to
bolster confidence in choral performance.)
- Suggested ways to engage students based upon their developmental levels (differentiating instruction in voice
lessons.
- Arranged observations of veteran music teachers both in and around the Rochester City School District.
- Asked reflective questions to help ________ assess the effectiveness of his lessons and to help him to reflect on
ways to enhance lessons.
- Suggested ways to communicate/involve families to support student learning
- Encouraged collaboration with colleagues to further support the students in both his classes as well as their
academic core.

Mentor’s Signature: ______________________________  Date: ________________

Intern’s Signature: ______________________________  Date: ________________

Reviewed by CIT Panel: _________________________  Date: ________________

(Signature)

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

This form should be presented in person to the CIT Panel during the Final Review Process unless otherwise directed.
Career in Teaching Professional Support Semester Report

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

Teacher Name: ____________________________________    Lead Teacher-Mentor Name: ____________________________   Date: _________________

Grade/Subject: _____________________________    CIT Career Ladder (check one): □ Intern (first year) with Prof Support □ Resident (untenured) Year Three/Four
                                            □ Resident (untenured) Year Two □ Tenured (Professional or Lead)

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

<table>
<thead>
<tr>
<th>□ Analyzing Student Work</th>
<th>□ Developing/Reviewing Professional Goals</th>
<th>□ Modeling Lesson</th>
<th>□ Planning Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Communicating with Parents</td>
<td>□ Discussing Case Study Student</td>
<td>□ Observing Instruction</td>
<td>□ Problem Solving</td>
</tr>
<tr>
<td>□ Discussing Content Standards</td>
<td>□ IEP Development/meeting</td>
<td>□ Observing Mentor or other Veteran Teacher</td>
<td>□ Professional Learning Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Providing Resources</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>□ Pre-Observation Conference</td>
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<td>□ Post-Observation Conference</td>
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<td></td>
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<td></td>
<td>□ Reflecting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Using Technology</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>□ Other:</td>
</tr>
</tbody>
</table>

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

LIST or SUMMARIZE ACCOMPLISHMENTS/AREAS OF GROWTH:

LIST or SUMMARIZE CONTINUING FOCUS/CHALLENGES/CONCERNS

Teacher's Next Steps: ___________________________________________________________

Mentor's Next Steps: _____________________________________________________________

Continue Professional Support for another semester? □ YES    □ NO

Brief Rationale: ________________________________________________________________

Teacher Signature ____________________________ Date _________________    Lead Teacher-Mentor Signature ____________________________ Date _________________

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

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

Approved by CIT Governing Panel, August 2015

CIT Mentor Handbook, 2017-2018
Lead Teacher Assigned as Mentor: Self-Assessment

The Self-Assessment should be used in conjunction with the Mentor Skills Rubric on pages 3-4. After you have assessed your Learning-Focused Conversation skills, answer the questions below. This should be completed and returned to the CIT Department by May 31 or submitted to your CIT Panel Contact at your Review of Records. The content of the Self-Assessment will not be included in the formal evaluation of any Lead Teacher. The purpose of this document is to encourage mentor reflection and professional growth.

Lead Teacher Assigned as Mentor: ___________________________ Date completed: ______________

Reviewed by CIT Panel Member: ___________________________ Date of Review: ______________

Type of support (check all that apply): ☐ Intern ☐ Professional Support ☐ Peer Review ☐ Intervention

A. Using the Mentor Skills Self-Evaluation Rubric and thinking back to any professional mentor goals you set for yourself in September, what are some of your accomplishments or growth areas as a Mentor this school year?
Lead Teacher Assigned as Mentor: Self-Assessment (continued)

B. Using the Mentor Skills Self-Evaluation Rubric, identify goals for next year based on areas in which you believe you need to develop.

C. What were the most effective ways in which you helped the teacher or teachers that you supported this year to grow, thrive, improve teaching practice, and/or improve student outcomes?

D. How might the CIT Mentor-Intern Program help you to achieve your professional goals as a mentor?

This Self-Assessment is not part of the formal evaluation process. Please send completed form to CIT by May 31. This form will be included in your CIT file.

LT/Mentor's Signature: ___________________________________________ Date: ________________
Mentor Skills Self-Evaluation 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_______________________**

<table>
<thead>
<tr>
<th>ATTENDS FULLY</th>
<th>Flexibly and Fluently</th>
<th>Consciously Skilled</th>
<th>Consciously Unskilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses effective physical alignment (sits next to intern)</td>
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<tr>
<td>Uses nonjudgmental body language (eye contact, nodding of head, smiling, etc.)</td>
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<tr>
<td>Listens without interruption</td>
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<tr>
<td>Listens non-judgmentally, without personal referencing, personal curiosity, personal certainty</td>
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<td></td>
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<tr>
<td>Listens for assumptions, inferences, perceptions, perspectives</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INVITES THINKING</th>
<th>Flexibly and Fluently</th>
<th>Consciously Skilled</th>
<th>Consciously Unskilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses Invitational stems that include:</td>
<td></td>
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<tr>
<td>An approachable voice (intonation)</td>
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<tr>
<td>Plural Forms (What are some ways....)</td>
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<tr>
<td>Exploratory Language (How might....)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SUSTAINS THINKING</th>
<th>Flexibly and Fluently</th>
<th>Consciously Skilled</th>
<th>Consciously Unskilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through pausing and paraphrasing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Pauses</strong></td>
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<td></td>
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<tr>
<td>• After asking a question</td>
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<tr>
<td>• After hearing a response</td>
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<td></td>
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<tr>
<td>• Before making a response or asking a question</td>
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<tr>
<td><strong>Paraphrases</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• To acknowledge and clarify emotion</td>
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<td></td>
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<tr>
<td>• To acknowledge and clarify content</td>
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<td></td>
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<tr>
<td>• To summarize/organize content</td>
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<td></td>
<td></td>
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<tr>
<td>• To shift level of abstraction</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>USES A THIRD POINT</th>
<th>Flexibly and Fluently</th>
<th>Consciously Skilled</th>
<th>Consciously Unskilled</th>
</tr>
</thead>
</table>

CIT Mentor Handbook, 2017-2018  Page 65
## MENTOR SKILLS RUBRIC (continued)

<table>
<thead>
<tr>
<th>SUSTAINS THINKING THROUGH QUESTIONING</th>
<th>Flexibly and Fluently</th>
<th>Consciously Skilled</th>
<th>Consciously Unskilled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Uses Inquiry Questions to Open Thinking</strong>&lt;br&gt;Avoids yes/no format&lt;br&gt;<em>Eg. Avoid “Do you think cooperative learning is a good strategy?”</em></td>
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<tr>
<td><strong>Uses Inquiry Questions to Open Thinking</strong>&lt;br&gt;Asks questions that produce new insights&lt;br&gt;<em>Eg. How might this strategy keep your students more engaged?</em></td>
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<tr>
<td><strong>Uses Inquiry Questions to Open Thinking</strong>&lt;br&gt;Uses language to focus on specific cognitive process&lt;br&gt;<em>Eg. How might you compare today’s mini-lesson to yesterday’s mini-lesson?</em></td>
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<tr>
<td><strong>Uses Probing Questions to Focus Thinking</strong>&lt;br&gt;Asks questions to clarify explanations and ideas&lt;br&gt;<em>Eg. In what ways was it better?</em></td>
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</tr>
<tr>
<td><strong>Uses Probing Questions to Focus Thinking</strong>&lt;br&gt;Surfaces specific examples&lt;br&gt;<em>Eg. What are some examples of student learning that took place?</em></td>
<td></td>
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</tr>
<tr>
<td><strong>Uses Probing Questions to Focus Thinking</strong>&lt;br&gt;Asks questions to examine implications, consequences, inferences, or assumptions&lt;br&gt;<em>Eg. How might this strategy impact the way you plan your future lessons?</em></td>
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</table>

<table>
<thead>
<tr>
<th>EXTENDS THINKING</th>
<th>Flexibly and Fluently</th>
<th>Consciously Skilled</th>
<th>Consciously Unskilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides information</td>
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<td>Provides Resources</td>
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<tr>
<td>Frames Expectations</td>
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<thead>
<tr>
<th>SHIFTS ON THE CONTINUUM</th>
<th>Flexibly and Fluently</th>
<th>Consciously Skilled</th>
<th>Consciously Unskilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching ---- Collaborating --- Consulting</td>
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</table>

**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.