

Apply to be a
**CIT Lead
Teacher-
Mentor**

for the 2025-2026 School Year

- Shape the future of our profession and recharge your own professional practice!
- CIT (Career in Teaching) Mentors are active, expert practitioners who provide intensive, customized classroom support to new teachers, and to colleagues who request assistance.
- CIT Mentors are selected through a rigorous, competitive application and interview process, including SIX confidential references, to ensure that CIT Mentors have the respect of teacher colleagues, supervisors, and district families. (Since 2015, 63.6% of applicants were selected.)
- CIT Mentors prioritize instruction, student needs, equity, and culturally-responsive practices.
- CIT Mentors are compensated for the extensive training and time commitment involved in our nationally-recognized program.

WWW.RCSDK12.ORG/CIT/APPLICATION



Career in Teaching

**APPLICATION
DEADLINE
FEBRUARY 28, 2025
BY 4:00 PM**

**FORMS & DETAILS
@ CIT WEBSITE:
www.rcsdk12.org/CIT
Click on
“CIT Lead Teacher
Application Forms”**

**INFORMATION
MEETING**

**Via Microsoft Teams on
Wednesday,
January 30, 2025
4:00 - 5:00 PM**

**[MS Teams Link for
CIT Mentor Info Meeting](#)**

JOINTLY GOVERNED
By the
**Rochester Teachers Association
and the
Rochester City School District**

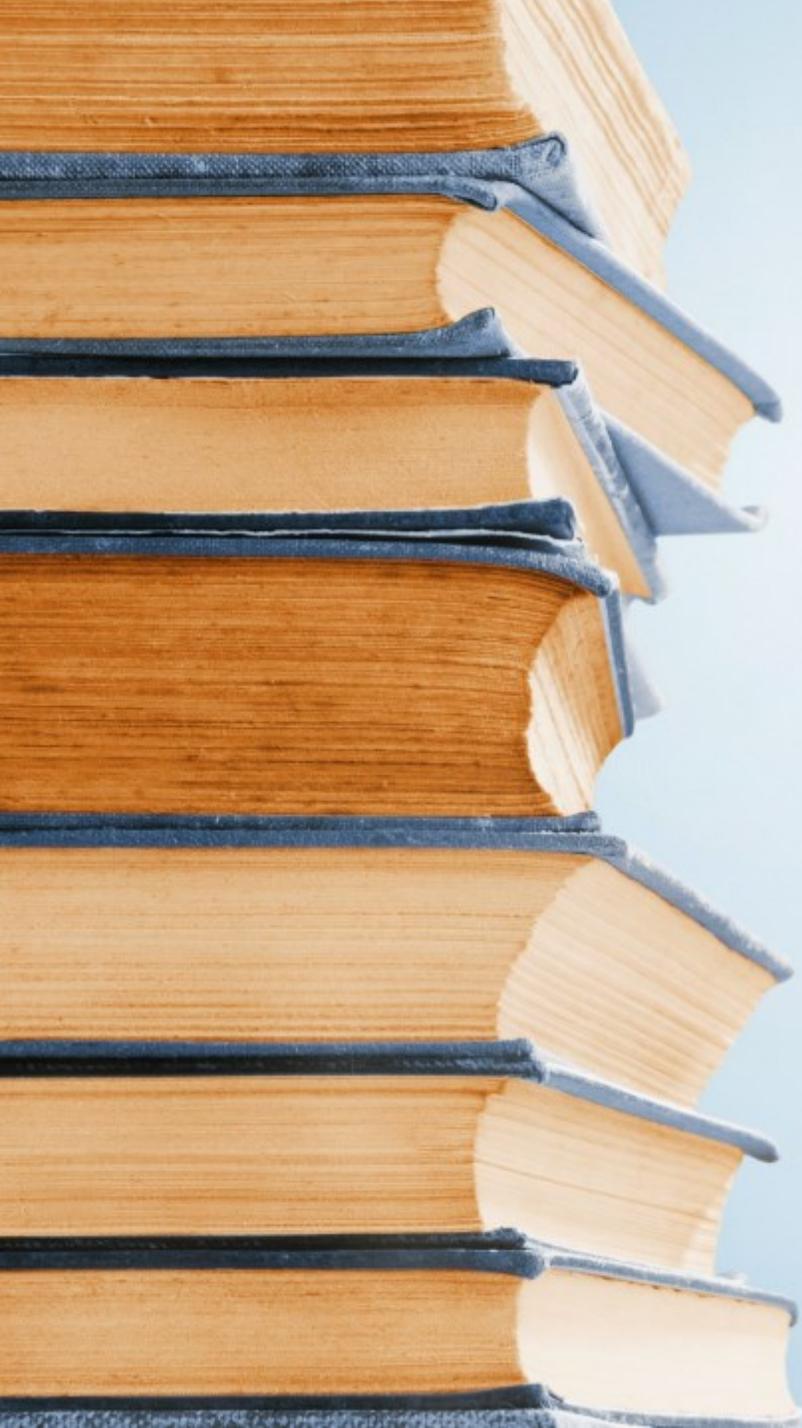


Welcome!
We will start momentarily.

Please “Rename” yourself so
we know who is here!

Find information and forms at
www.rcsdk12.org/CIT/Application

Specific Questions?
Drop them in the Chat!



Career in Teaching:

New Teacher Mentoring, Professional Support, Independent Evaluation

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

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

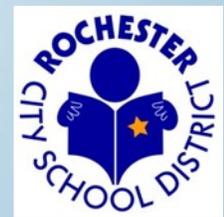
Specific Questions? Drop them in the Chat!

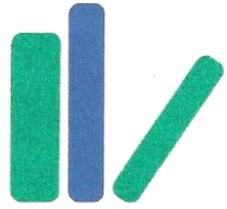
Stefan Cohen

Director, Career in Teaching Program

Rochester City School District (585) 262-8541

www.rcsdk12.org/CIT





Central Goal of the CIT Program:

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

The CIT Program accomplishes this goal by:

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



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

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

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

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

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

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

Why Do Teachers Leave?

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

Inadequate Preparation

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

Lack Of Support For New Teachers

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

Challenging Working Conditions

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

Dissatisfaction With Compensation

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

Better Career Opportunities

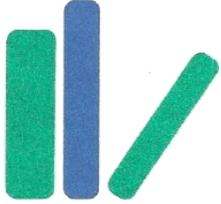
More than 1 in 4 teachers who leave say they do so to pursue other career opportunities.

Personal Reasons

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

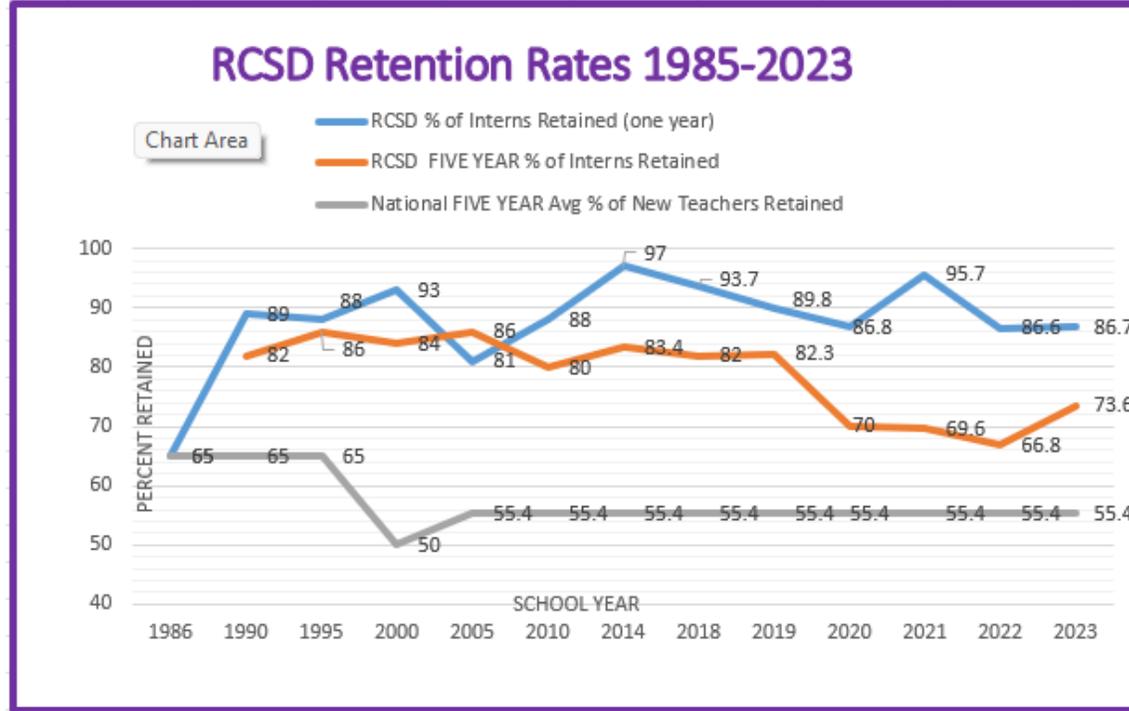
Lack Of Support For New Teachers

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



CIT Program Goals:

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



2022-2023 to 2023-2024 RCSD new teacher retention rate was 86.7%	2021-2022 to 2022-2023 RCSD new teacher retention rate was 86.4%
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Compared to **88.1%** nationally (65% in RCSD prior to CIT program)

2018-2019 to 2022-2023 RCSD new teacher Five-year retention rate was 73.6%	2017-2018 to 2021-2022 RCSD new teacher Five-year retention rate was 66.8%
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Compared to **55.4%** nationally*

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

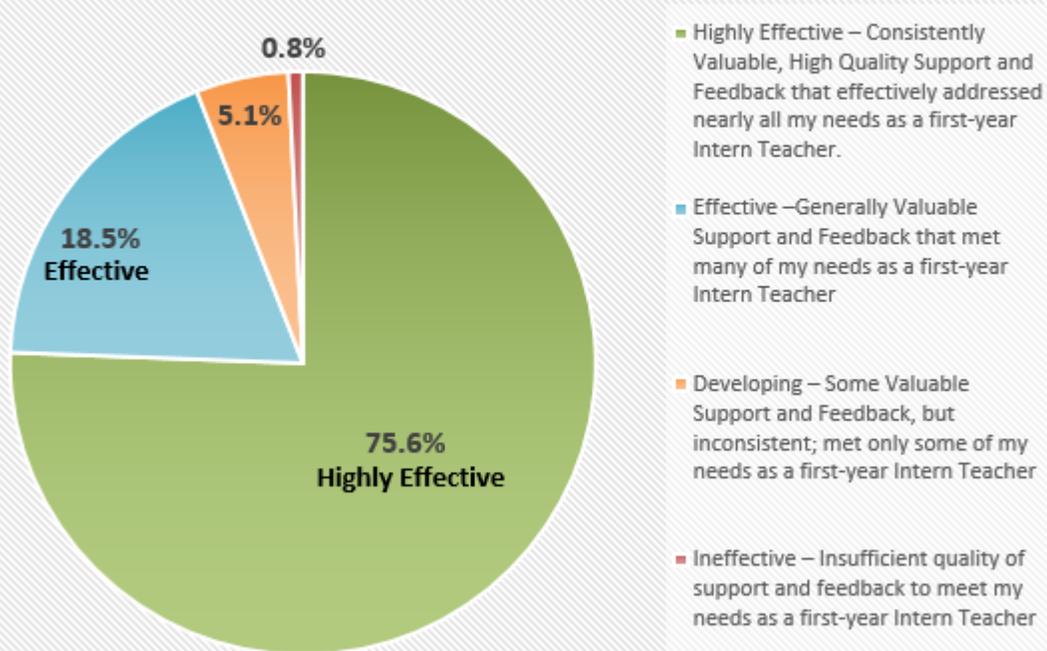
*Ingersoll, Richard M.; Merrill, Elizabeth; Stuckey, Daniel; and Collins, Gregory. (2018). "Seven Trends: The Transformation of the Teaching Force" – Updated October 2018. CPRE Research Reports. Retrieved from https://repository.upenn.edu/cpre_researchreports/108.

CIT Support Numbers as of 1/27/2025

CIT Support Cumulative Totals (includes completed or resigned)	2024-2025 <i>(as of Jan 27, 2025)</i>	2023- 2024	2022- 2023	2021- 2022	2020- 2021	2019- 2020	2018- 2019
INTERNS TOTAL	204	286	349	129	37	218	372
Prof Support RESIDENT	62	56	32	50	55	91	83
Prof Support TENURED	17	15	19	31	51	33	22
Prof Support Uncertified & LT Sub	27	35	56	29	14	20	37
Teachers needing Mentor Support	310	392	456	239	157	362	514
Teachers Receiving Independent Evaluation	35	38	52	55	81	123	136
Lead Teacher-Mentors Activated <i>(as of Jan 27, 2025)</i>	158 (84.0%)	169 (91.8%)	158 (98.1%)	102 (67.1%)	74 (44.0%)	142 (72.8%)	188 (94%)

Comprehensive Anonymous Survey Data

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



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

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

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

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

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

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

2022-2023 CIT Governing Panel

CIT Panel Contractual Responsibilities

RTA Members:

Alexis Butler, ESOL Teacher, School #09

Stefan Cohen, CIT Program Director, Social Studies Teacher

Martha Keating, RTA Labor Relations Consultant

Sharon Key, Kindergarten Teacher, School #22

Elainne Martinez, Bilingual 6th Grade Teacher, #17

John Pavone, RTA 1st Vice-President

RCSD Members:

Thomas Anderson, Assistant Principal, School #29

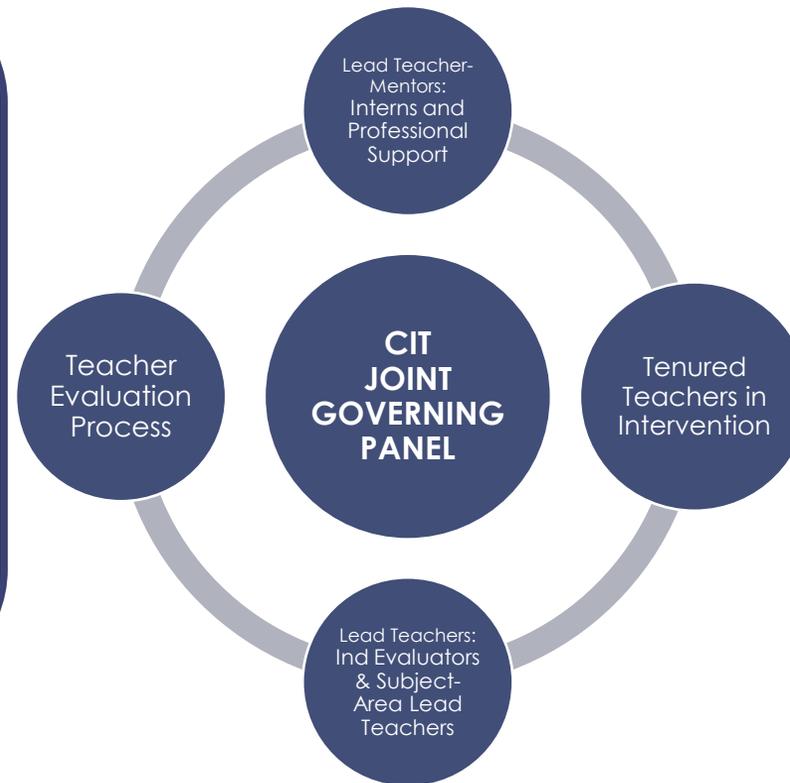
Kimberly Harris-Pappin, Principal, School #53

Susan Ladd, Principal, School #28

Caterina Leone-Mannino, Senior Director, Educator Effectiveness

Christopher Miller, Chief, Human Capital

Dominic Pickard, Director, Arts



Career in Teaching (CIT)
Governing Panel Member Manual
2021-2022

CIT JOINT GOVERNING PANEL

Lead Teacher-Mentors: Interns and Professional Support

Tenured Teachers in Intervention

Lead Teachers: Peer Reviewers & Subject-Area Lead Teachers

Teacher Evaluation Process

Teacher Evaluation Process

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

rta
A Union of Professionals

ROCHESTER SCHOOL DISTRICT

How Lead-Teacher Mentors are Selected

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

Qualifications (per RCSD-RTA Contract Section 52.2)

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

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

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

Additional criteria and qualifications may be considered by the Panel.

CAREER IN TEACHING--APPLICATION FOR LEAD TEACHER

You are applying for the position of CIT Lead Teacher-Mentor.

- **NAME:** _____ **EMPLOYEE ID NO.** _____
- HOME ADDRESS:** _____ **Zip Code** _____
- PREFERRED HOME TELEPHONE:** _____
- Summer Address (if different from above): _____
- **Current Tenure Area:** _____ **Tenure Date:** _____
- Permanent/Professional Certification(s) Held:** _____
- The CIT Governing Panel may request to review your annual performance evaluations as part of the selection process: I do consent. I do not consent.
- **Teaching Experience:** List most recent teaching first. Minimum requirement is 7 years with at least 5 full years in the Rochester City School District as of the date that the Lead Teacher position begins. A resumé of up to two pages may be submitted with this application.

Inclusive Dates		School	Subject Area, Grade Level, and/or Position*	No. of Years	Name of Principal or Supervisor
From Month/Yr.	To Mo./Yr.				

- **SIX confidential references are required to complete this application.** Please try to include teachers or clinicians within your same tenure area, discipline, grade level, or school who are knowledgeable about your professional performance. List the names and phone numbers of individuals who will be completing confidential reference forms. Please complete the heading on the form before distributing to your confidential references.
Forms must be sent directly to the CIT office.

POSITION	NAME	TELEPHONE NUMBER
Current Principal		
RTA Faculty Rep.		
Teacher*		
Teacher*		
Teacher*		
Other (may include other colleague, staff member, parent, student, community member, etc.)		
Other Supervisor (optional)		

*or if not a classroom teacher: Counselor, Library Media Specialist, Psychologist, Social Worker, Speech Language Pathologist

APPLICANT'S STATEMENT:

Please include in your statement why you desire this position of Lead Teacher - Mentor and how your experience and training have qualified you for this position. Indicate in your statement how professional development has expanded your knowledge and skills in ways that support your interest in guiding beginning teachers. If possible, refer to evidence that you have incorporated the RCSD Professional Practice Framework for Teaching (Danielson Teachscape rubrics) in your work with students, colleagues, and parents.

Application Deadline is February 28, 2025

Signature of Applicant: _____ Date: _____

All applications and references are confidential. Applications will be reviewed by the CIT Joint Governing Panel where decisions are made on who will be interviewed. The CIT Panel may request to observe your teaching performance. Applications must be received on or before the close of business on the date specified in the job description.

The Rochester City School District is an equal opportunity employer. By Board of Education policy, and in accordance with Title VII of the Civil Rights Act of 1964 and 1972 amendments; with Title IX of the Education Amendment of 1972, and section 504 of the Rehabilitation Act of 1973; the district prohibits discrimination on the basis of national origin, race, sex, religion, age, and handicapping condition in its hiring and promotional procedures.

**Return to: CIT Office, located at 131 West Broad Street; Room 2E-22
or email to CIT@rcsdk12.org (emailed applications are preferred).**

CONFIDENTIAL REFERENCE FOR LEAD TEACHER APPLICANT

Dear _____:
(Name of person completing form)

I am submitting an application for the position of **LEAD TEACHER** - _____
(Specific Position being applied for)

I would appreciate your taking the time to fill out this reference report. You were my _____
(Relationship to applicant)

at _____ from _____ to _____
(Work Location) (Dates)

Sincerely,

(Name of Applicant)

Directions: Please evaluate this applicant in relation to other teachers that you have known by writing *narrative comments* in the space provided that support your overall rating as checked in the boxes provided. Specific information about this candidate's experience and qualifications for a Lead Teacher role is essential in determining suitability for a position. Please attach any supportive materials to this page.

1. Success in classroom instruction or other professional responsibilities to engage students of different backgrounds in successful learning environments as evidenced by meeting or exceeding professional standards for:

Planning and Preparation: *demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, setting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction, designing student assessments*

Classroom Environment: *creating an environment of respect and rapport, establishing a "culture of learning," managing routines and procedures, managing student behavior, and organizing a safe accessible physical space.*

Instruction: *communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, demonstrating flexibility and responsiveness.*

<input type="checkbox"/> Has Concerns (Rates with Lowest 25%)	<input type="checkbox"/> Recommends (Rates with Middle Group)	<input type="checkbox"/> Highly Recommends (Rates with Highest 10%)	<input type="checkbox"/> No Data
---	---	---	---

Example/Evidence: _____

2. Ongoing professional development and growth as evidenced by meeting or exceeding the professional standard for:

Professional Responsibilities: *reflection on teaching, participating in a professional community, growing and developing professionally.*

<input type="checkbox"/> Has Concerns (Rates with Lowest 25%)	<input type="checkbox"/> Recommends (Rates with Middle Group)	<input type="checkbox"/> Highly Recommends (Rates with Highest 10%)	<input type="checkbox"/> No Data
---	---	---	---

Example/Evidence: _____

3. Interpersonal skills including judgment, tact, interaction with colleagues and parents, and school leadership qualities as evidenced by meeting or exceeding the professional standards for:

Professional Responsibilities: *communicating with families, participating in a professional community, showing professionalism*

<input type="checkbox"/> Has Concerns (Rates with Lowest 25%)	<input type="checkbox"/> Recommends (Rates with Middle Group)	<input type="checkbox"/> Highly Recommends (Rates with Highest 10%)	<input type="checkbox"/> No Data
---	---	---	---

Example/Evidence: _____

4. Ability to communicate orally and in writing

<input type="checkbox"/> Has Concerns (Rates with Lowest 25%)	<input type="checkbox"/> Recommends (Rates with Middle Group)	<input type="checkbox"/> Highly Recommends (Rates with Highest 10%)	<input type="checkbox"/> No Data
---	---	---	---

Example/Evidence: _____

5. Candidate's suitability to this specific Lead Teacher role:

<input type="checkbox"/> Has Concerns (Rates with Lowest 25%)	<input type="checkbox"/> Recommends (Rates with Middle Group)	<input type="checkbox"/> Highly Recommends (Rates with Highest 10%)	<input type="checkbox"/> No Data
---	---	---	---

Example/Evidence: _____

Other Comments: _____

Signed: _____ Date: _____

Position: _____ Work Location: _____

Please return this report **directly** to the Career In Teaching (CIT) Office, CO-2, Room 2E-22, 131 West Broad Street, Rochester, NY 14614, or scan a hand-signed copy and submit electronically to CIT@csdtk12.org.

CONFIDENTIAL – DO NOT RETURN THIS FORM TO THE APPLICANT

As seen on the CIT Website:

- Candidates must have 7 years of successful classroom teaching experience and/or direct student contact (at least 5 in the RCSD).
- Selection as a CIT Lead Teacher-Mentor does not guarantee an active assignment.
- Selection as a CIT Lead Teacher-Mentor does not usually include release time from classroom responsibilities.
- If activated, CIT Lead Teacher-Mentors are compensated by stipend.
- The CIT Governing Panel uses a selective process as per contract (since 2015, 63.6% of applicants were selected).
- CIT Lead Teacher-Mentors should be widely respected by colleagues, supervisors, and students.

The screenshot shows the website for the Career In Teaching (CIT) Program. The header includes the district logo and navigation links for 'Select a School', 'Translate', 'District Home', and 'How can we help?'. The main navigation bar lists 'About', 'Superintendent', 'Board of Education', 'Parents', 'Schools', 'Departments', 'Community', 'Staff', 'Careers', and 'Calendar'. The page title is 'Career In Teaching (CIT) Program'. A sidebar on the left contains a list of links: Overview, CIT Career Ladder Flyer, CIT Career Ladder-SPANISH, Career in Teaching Program Slides, Request CIT Mentor Professional Support, CIT Guidebook for Interns and Professional Support, Research and News Supporting CIT Program Model, CIT Lead Teacher-Mentor Resources, and CIT Lead Teacher Application Forms. The main content area features a breadcrumb trail: Home > Departments > Career In Teaching (CIT) Program > CIT Lead Teacher Application Forms. Below this is the heading 'CIT LEAD TEACHER-MENTOR APPLICATION FORMS' and a note that application forms are available for CIT Lead Teacher-Mentor Positions, with a link to CIT LT Non-Mentor Application Forms. A 'Thank you for your interest in becoming a CIT Lead Teacher-Mentor. Please note:' section lists requirements: 7 years of successful classroom teaching experience and/or direct student contact (at least 5 in the RCSD), selection as a CIT Lead Teacher-Mentor does not guarantee an active assignment, selection as a CIT Lead Teacher-Mentor does not usually include release time from classroom responsibilities, if activated, CIT Lead Teacher-Mentors are compensated by stipend, and the CIT Governing Panel uses a selective process as per contract (from 2015-2019, 60.2% of applicants were selected). A 'CIT Lead Teacher-Mentor Job Description' link is also present. At the bottom, there is a link to a flyer for a Zoom Information Meeting on January 19, 2022.

Mentor application timeline

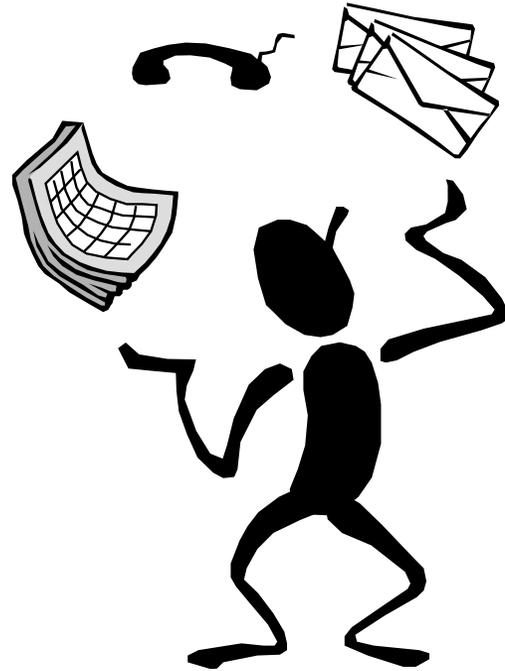
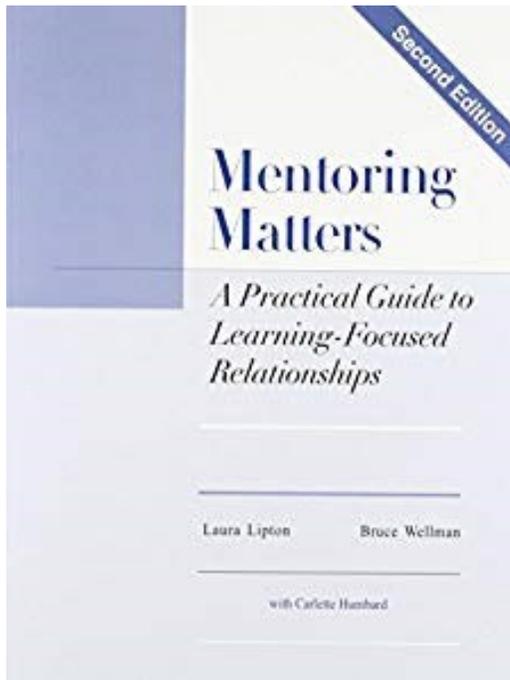


If selected



Role of the Mentor

- Offering Support
- Creating Challenge
- Facilitating Professional Vision



Phases of First-Year Teachers' Attitude Toward Teaching

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



NEW TEACHER
CENTER

Responsibilities of all Lead Teacher-Mentors

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



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

Mentor Handbook

2018-2019

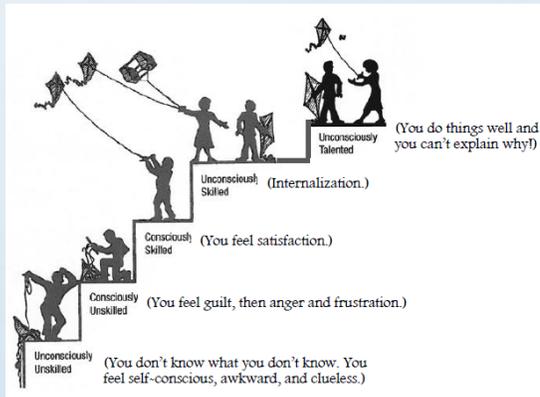


Career in Teaching
Stefan Cohen, Director
www.rcsdk12.org/CIT
585-262-8541



Phases of First-Year Teachers' Attitude Toward Teaching

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



Confidentiality

- Trust is predicated on your intern's confidence in your ability to maintain confidentiality.
- It is your obligation as a CIT mentor to maintain confidentiality.
- Trust may take a while to develop. Be patient. Trust is difficult to force. Restrain from "prying" before the foundations of trust are established.
- You must keep personal information confidential (even when someone wants to be helpful).
- Exceptions: danger of harm to others or themselves.
- If information should be shared...
 - o have intern accompany you to share the information, or
 - o get intern's permission to share, or
 - o inform the intern that the information is being shared.
- If you are uncertain, consult with the CIT Director.

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Building Trust

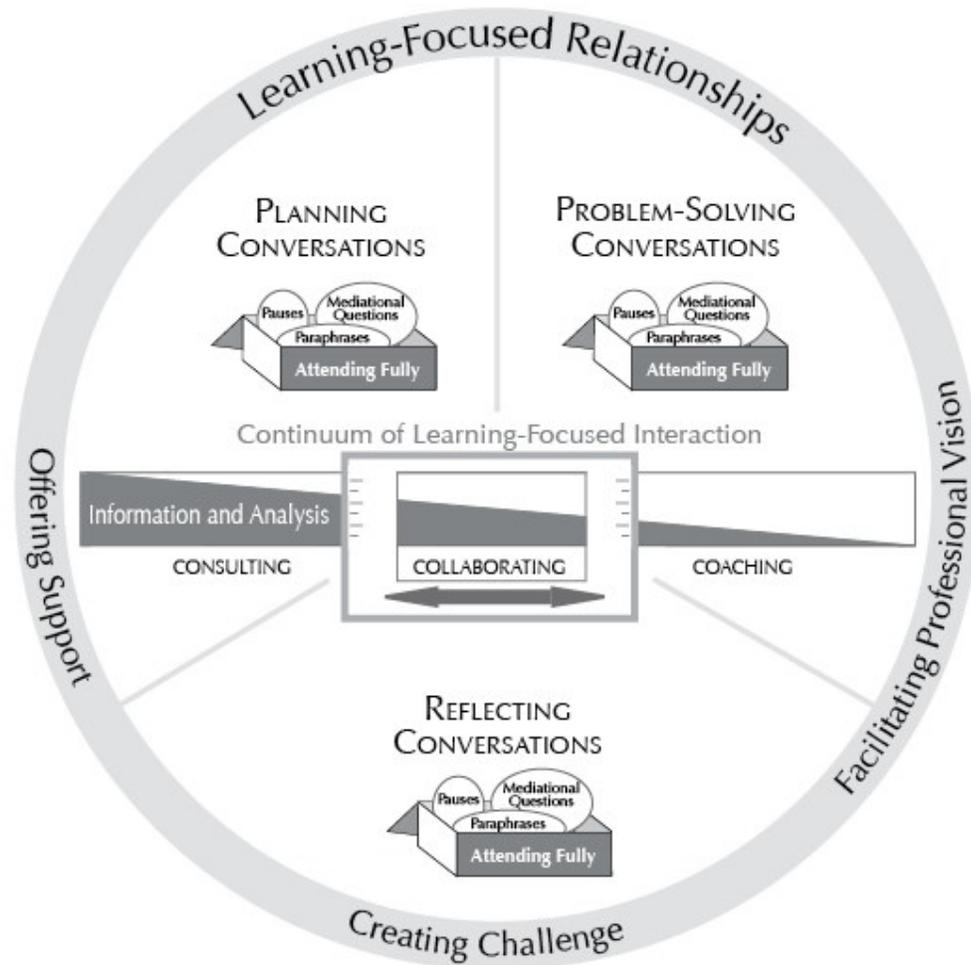
Trust is the foundation of a successful mentor-intern relationship.

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



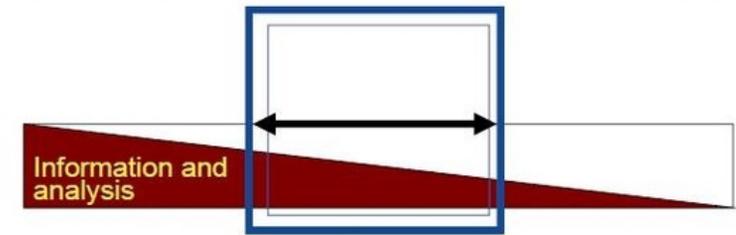
"Trust means saying what you're going to do and then doing it." (Barkley, 2010, p.47)

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



Module 2 | **A Continuum of Learning-Focused Interaction**

CONSULT COLLABORATE COACH



Laura Lipton and Bruce Wellman

Ongoing Formative Assessment

CIT MENTOR FORMS

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



Tools for Mentor Support & Feedback

Intern Self-Assessment & Goals Tool
Use this form with Interns to help them assess strengths and needs. Revisit it throughout the school year to track growth and set new goals.

Collaborative Mentor-Intern Feedback Form
These carbonless two-part forms can be used to guide discussion with your Interns and form habits of professional reflection. Use it to acknowledge successes, bring focus to your ongoing work together, and set continuous goals for improvement. By using this tool regularly, and by completing it in collaboration with your Intern, you can celebrate progress, prioritize issues to address, and identify concrete next steps. Consider completing the form together for closure at the end of a learning-focused conversation. This form provides immediate feedback, and documents an Intern's professional growth (more information on page 20).

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

CIT Intern Reports



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

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

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

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

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

Paperwork Checklist for CIT Mentors Supporting Interns

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

CIT Panel and Peer Oversight

Career in Teaching

Governing Panel Member Manual 2018-2019



CIT Mentor and CIT Governing Panel Timeline*

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

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

CAREER IN TEACHING Status Report Review Intern Status Reports

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

COMMENTS/CONCERNS ABOUT STATUS REPORTS:	
<input type="checkbox"/>	Missing reports (list intern names):
<input type="checkbox"/>	Missing signature(s). Please sign and return to CIT Office.
<input checked="" type="checkbox"/>	Clear, direct statements of intern strengths/weakness
<input checked="" type="checkbox"/>	Information useful for CIT Panel decisions
<input type="checkbox"/>	Insufficient observations (Please list the specific dates and times when you were in your interns' classes)
<input checked="" type="checkbox"/>	Not enough information. More details needed on <input type="checkbox"/> report to support "Effective" ratings.
<input type="checkbox"/>	Quality of information: not specific, inconsistent, illegible, etc.
<input type="checkbox"/>	Other:

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

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

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

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

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

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

Lead Teacher Assigned as Mentor: ██████████

Name of Observer: Stefan Cohen Panel Contact Peer Observer

Date: January 21, 2015 Time: 8:30-9:15 a.m. Place of Observation: ██████████ Library

Intern: ██████████ Class Observed: ██████████

Activities Observed (check as many as apply):

Mentor-Intern pre-conference

Mentor observing lesson

Mentor-Intern post conference

Mentor-Administrator

Observer conference separately with intern

Observer conference with building administrator

Other (describe):

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

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

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

CIT Panel Status Report Review (continued)

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

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

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

CIT Reviewer's Signature:	Date:
LT/Mentor's Signature:	Date:
Conference Indicated:	Date:

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

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

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

Your exchange with Ms. XXXX about lining up at the end of the period illustrated the power of using "wait time" and "phased forms" in your questions. You started with, "What are some directions that might..." to help achieve the desired line-up behavior? I could tell that you were eager to share some suggestions, and in this one instance you couldn't hold back (5)! Before she answered, you re-asked the question, but without "any directions" and sure enough, she seemed to be searching for a correct answer. You soon followed with the excellent suggestion of a "Question of the Day." No harm done. She was fully engaged in the question, and still had some ideas of her own. It is a good reminder, though, to allow time for her thoughts first, prior to shifting into a consulting stance. I like that you built this discussion into a well-focused plan for the CIT Day visit. The next step would be to nail down the strategy that she wants to try and make it the focus of the next visit or conference ("Try the _____ strategy and I'll pay close attention to how it works" or "Try it and we'll talk about how it went").

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

The observation should base the overall rating on the following criteria:

- evidence of positive mentor-mentor relationships
- evidence of lead teacher's influence on instruction
- pre and/or post-conference
- other indicators suggested by the individual lead teacher (these should be noted on the observation form)

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

EFFECTIVE DEVELOPING

Observer's Signature: ██████████ Date: 1/23/15

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

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

Ongoing Mentor Training

CIT Professional Learning Catalog

Updated January 12, 2022

Register at www.rcsdk12.truenorthlogic.com.

Many past CIT professional learning sessions are now being offered through RTA's Rochester Teaching Academy. Contact Annamaria Manso (amanso@rochesterteachers.com, 585-546-2681).

CIT Mentors can view the schedule of mandatory Mentor Forums here: www.rcsdk12.org/CIT/Resources.
New Teacher Orientation information here: www.rcsdk12.org/CIT/NTO.

More information on CIT Professional Learning at www.rcsdk12.org/CIT/StaffDevelopment.

If CIT "Interns" or Professional Support teachers are unable to register directly for these courses, please RSVP directly to CIT Secretary Wendy.Underhill@rcsdk12.org. Include the teacher's ID number.

CIT_Classroom Management Q & A

December 14, 2021 - 4:00-6:00 via Zoom

January 13, 2022 - 4:00-6:00 via Zoom

February 10, 2022 via Zoom

Based on requests from new teachers and mentors, this professional learning experience is open to CIT Interns with their Lead Teacher/Mentors. Participants will share specific management concerns from their classrooms. Veteran mentors with expertise in classroom environment strategies, behavior intervention, and culturally responsive practice will facilitate these problem-solving sessions. Participants will acquire skills and strategies drawn from relevant experience and research to strengthen their practice. Please come prepared with specific issues to discuss.

RCSD Equity & Inclusion Department Professional Learning Sessions for Mentors

Indicate interest by completing the form here:

[Interest Form - Equity PD for Mentors](#)

The Equity and Educational Excellence Policy 0201: Equity is what we do!

February 2, 2022 - 2:30 - 4:00 PM via Zoom

Culturally Responsive Sustaining Education Framework: A Tool for Equity

February 11, 2022 - 4:30 - 6:00 PM via Zoom

Everyday Antiracism for Mentors - Getting Real About Race in Schools:

Equity built from everyday actions

February 15, 2022 3:00 - 4:30 PM via Zoom

SSS_Restorative Communication Part 1 for RCSD Mentors

January 13, 2022 - 4:30-6:30 via Zoom

Our community is working through multiple concurrent traumas. Educators shoulder significant responsibility in helping young people understand, process, and heal from these momentous events. Restorative Practices when implemented correctly, can impact a community's (classroom, school, etc) culture and climate...making it more welcoming, engaging, and disrupting the School to Prison pipeline. The learning loss that students have experienced



2021-2022 CIT LEAD TEACHER-MENTOR FORUMS

Please note the locations and dates of the forums

CIT Lead Teacher-Mentor Forums ARE REQUIRED FOR ALL ACTIVATED MENTORS.

(Non-activated mentors are encouraged to attend all forums in order to be prepared when they are activated.)

*****TENTATIVE DATES – PLEASE DOUBLE CHECK FOR CHANGES IN SEPTEMBER*****

September 27, 2021	4:00-7:00 p.m. 4:00-6:00 p.m. ALL MENTOR FORUM 1: Welcome – Dinner – Meet Your Panel Contact! Temple B'rith Kodesh, 2131 Elmwood Ave ZOOM Meeting On-Line MENTOR DATA and INTERN/PROF SUPPORT TEACHER DATA FORMS DUE
October 18, 2021 November 8, 2021	Optional for experienced mentors, required for new mentors: STATUS REPORT CLINIC 3:15-4:30 p.m. OR 4:45-6:00 p.m. via Zoom (See Below.)
November 22, 2021	4:00-6:00 p.m. MENTOR FORUM 2, Location TBD. FALL STATUS REPORT DUE

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

STATEMENT OF CONCERN DUE any time from now through the end of January
(Using the rubric, if your intern is assessed as Ineffective in any of the domains, you should write a statement of concern with concrete suggestions.)

January 10, 2022	4:00-6:00 p.m. MENTOR FORUM 3, Location TBD. MID-YEAR INEFFECTIVE REPORT DUE for Interns with more than one domain rated "Ineffective"
February 18, 2022	INTERN OF THE YEAR NOMINATIONS DUE
March 21, 2022	4:00-6:00 p.m. MENTOR FORUM 4, Location TBD. SPRING STATUS REPORT DUE
March 31, 2022	Peer Observations and CIT Panel Observations should be completed.
April 15, 2022	If you are not recommending your intern for continuation, you must send a copy of your final report directly to CIT by April 15th.
May 23, 2022	4:00-7:00 p.m. MENTOR FORUM 5: Reflecting and Celebrating – Interns of the Year Temple B'rith Kodesh, 2131 Elmwood Avenue, Dinner Provided!

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

May 31, 2022 MENTOR REVIEW OF RECORDS meeting with CIT Panel Contact should be completed.
MENTOR SELF-EVALUATION DUE

June 2022 CIT Mentor/Intern Social, Time and Location TBD, RSVP will be requested.

Dates listed in BLUE are required for NEW mentors.

July 26-29, 2021	12:00-5:00 p.m., Location TBA NEW MENTOR TRAINING
September 20, 2021	4:00-6:00 p.m. RTA Conference Room A, 3rd floor, 30 N. Union St. LEARNING-FOCUSED CONVERSATIONS TRAINING #1 Bring your copy of MENTORING MATTERS by Laura Lipton & Bruce Wallman
October 4, 2021	4:00-6:00 p.m. RTA Conference Room A, 3rd floor, 30 N. Union St. LEARNING-FOCUSED CONVERSATIONS TRAINING #2
October 18, 2021 November 8, 2021	3:15-4:30 p.m. OR 4:45-6:00 p.m. RTA/NYSUT Building, 30 N. Union St. STATUS REPORT CLINIC via Zoom
November 1, 2021	4:00-6:00 p.m. RTA Conference Room A, 3rd floor, 30 N. Union St. LEARNING-FOCUSED CONVERSATIONS TRAINING #3
December 6, 2021	4:00-6:00 p.m. RTA Conference Room A, 3rd floor, 30 N. Union St. LEARNING-FOCUSED CONVERSATIONS TRAINING #4

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

Ongoing Mentor Training

Tips for Helping an Intern with Classroom Environment

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

The Wongs emphasize:

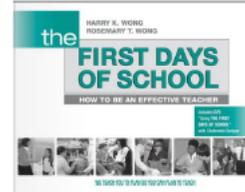
PREPARATION

POSITIVE EXPECTATIONS

CLASSROOM MANAGEMENT—PROCEDURES

(Rituals and Routines that are conveyed clearly, taught to students, and consistently enforced).

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



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

Culturally Responsive Teaching for CIT Mentors and Interns

February-April 2019

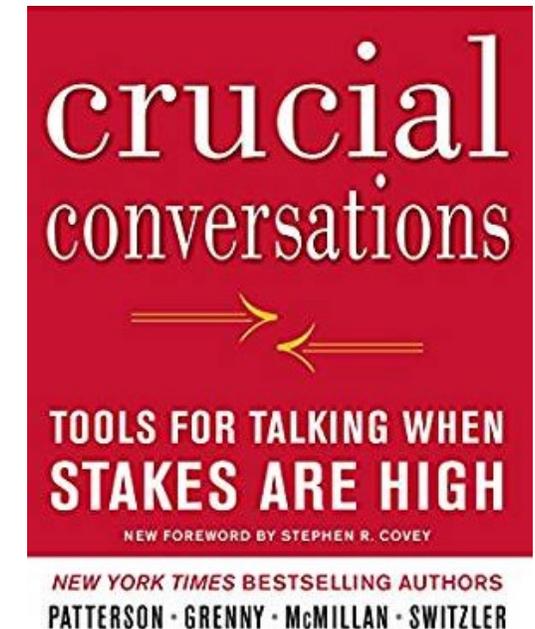
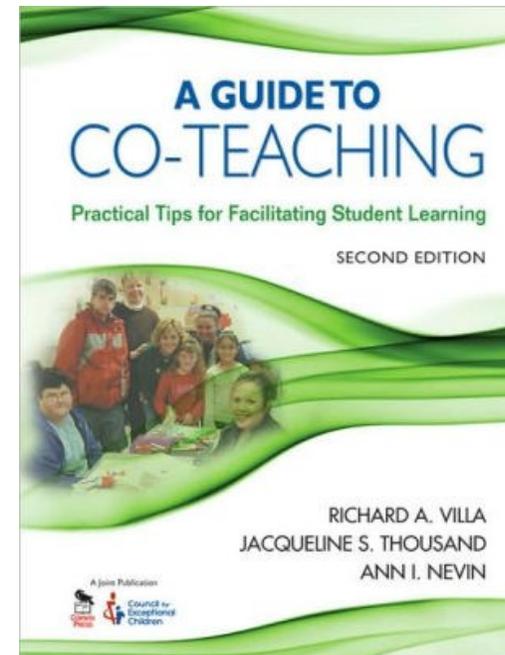
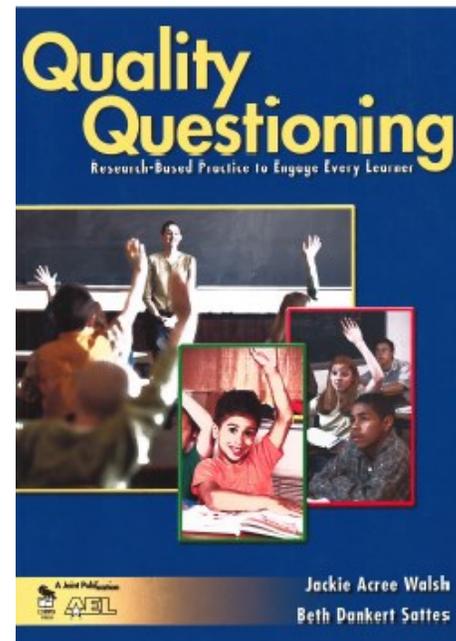
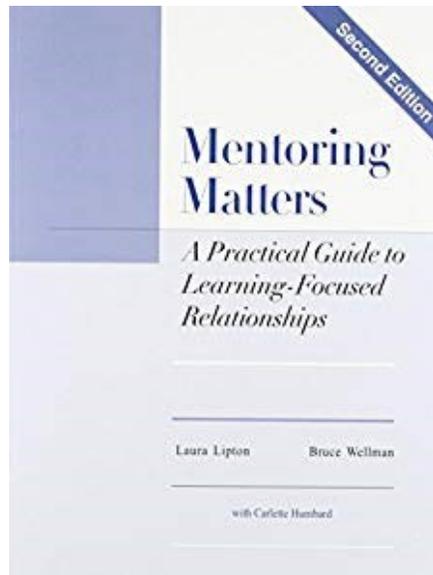
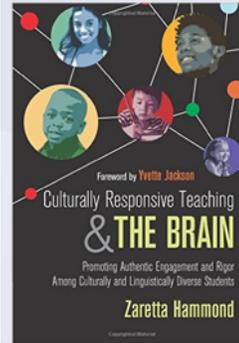
Career in Teaching (CIT)

Presenters:

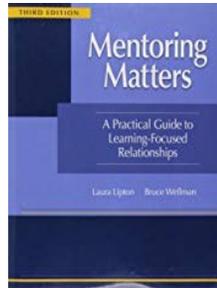
Stefan Cohen

Sonja Griffin

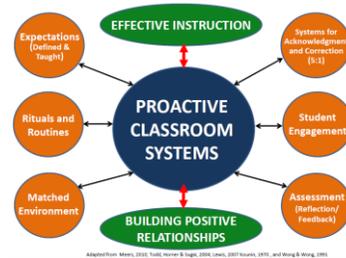
Annamaria Manso



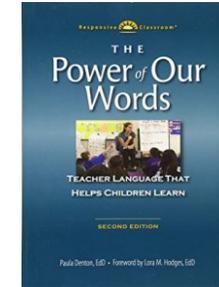
2019-2020 CIT Mentor Forum PD Sessions



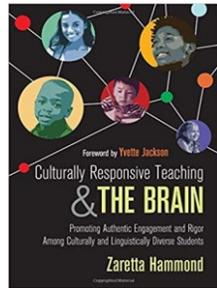
**Learning-Focused
Conversations II
ROOM #104**



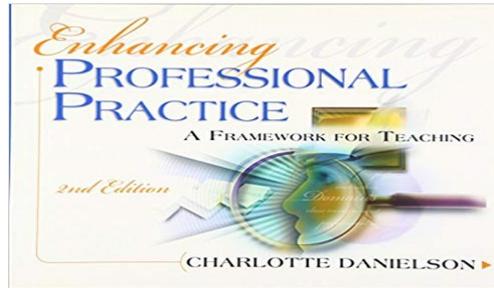
**Proactive
Classroom
ROOM #111**



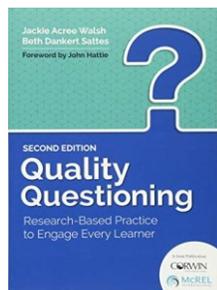
**Power of
Their Words
ROOM #110**



**Culturally
Responsive
ROOM #109**



**Classroom
Environment
(Danielson)
ROOM #112**



**Quality
Questioning
ROOM #115**



**Mentoring
Phases
LIBRARY**

CIT and Culturally Responsive Teaching

- CIT believes that an essential part of our work with new teachers is strengthening their cultural competence and culturally responsive teaching practice.
- CIT understands that all of us are at different places and at different comfort levels in discussing culture, race, and equity issues.
- CIT expects mentors to look inward and to model the journey in order to guide and grow alongside our interns.



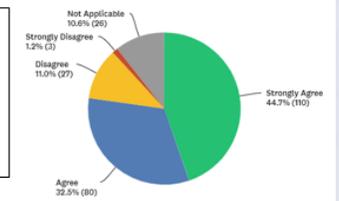
CIT Survey Data 2018: Culturally Responsive Practice

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



Q29.

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



Mentors support colleagues with . . .

- Analyzing Student Work
- Communicating with Parents
- Discussing Content Standards
- Developing or Reviewing Professional Goals
- Discussing Student Case Studies
- IEP Development and/or IEP Meetings
- Modeling or Co-teaching a Lesson
- Observing Instruction
- Observing Mentor or other Veteran Teacher
- Planning Lessons
- Problem Solving
- Providing Resources
- Pre-Observation Conferences
- Post-Observation Conferences
- Reflecting
- Using Technology



2014-2015 Interns of the Year

CIT Interns of the Year



RCSD Career in Teaching Program

HOME

VIDEOS

PLAYLISTS

CHANNELS

ABOUT

<https://www.youtube.com/channel/UCbMB07r4ImGnIXEkQYMRuCW>



Created playlists



2018 CIT Interns of the Year

[VIEW FULL PLAYLIST](#)



2015 CIT Interns of the Year

[VIEW FULL PLAYLIST](#)



2016 CIT Interns of the Year

[VIEW FULL PLAYLIST](#)



2017 CIT Interns of the Year

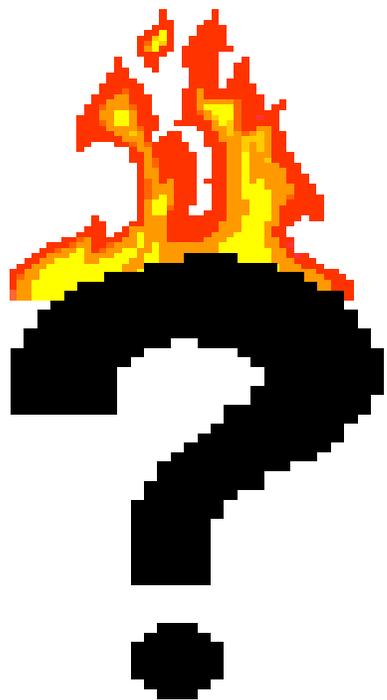
[VIEW FULL PLAYLIST](#)



2016 CIT Interns of the Year

Standing (left to right) Superintendent Linda Cimusz, Donnie Bonedick, Rachel Reff, Elyse Yorangman, Selene Bissani, Mercedes Hollister, Rebecca Laske, Anne Marie LaFave, Anne Moyer, Katie Horsford, Keam Coakley, Corey Hepburn
Kneeling (left to right) Stacey Dawson, CIT Director Stefan Cohen, RTA President Adam Urbanski, Deputy Superintendent Arelle Boyan, Megan Martin

Burning Questions



Find Job Description, Application Forms, Confidential Reference Forms at www.rcsdk12.org/CIT/Application.

Application Deadline is
February 28, 2025