

Happy New Year CIT Mentor Forum, January 8, 2024

Share in "Chat:"

What is the most important message for the teacher/service provider you are supporting to hear in the new year?

We will share the responses (with names removed) after today's meeting.

Tech issues with Microsoft Teams? Please email Anna.Leone-Tobar@rcsdk12.org .



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Today's AGENDA:

- New Year Message to your CIT Interns
- CIT Reminders & Announcements
- Supporting through "Rejuvenation" Phase
- FAQs: Transfers, Struggling Interns
- Status of Status Reports
- Problem-Solving Support from Each Other
- Check Out & Survey Time



New Year - New (& Old) CIT Stuff To Do

If activated, remember to . . .

- Update your Google Classroom Calendar
- Arrange your Mentor Peer Observation
- Schedule your CIT Panel Observation

If Interns, remember to . . .

- Make your Monthly Administrator Contact
- Review **Transfer Day** Process with Intern

If Professional Support . . .

- Start preparing your Professional Support Semester Report

... > DOE, JANE - Mentor > Schmill, Phil - PS Resident

Type People Modified


Name

Copy of MENTORLASTNAME-TeacherLastName_PS Intake Form

Copy of MENTORLASTNAME-TeacherLastName_PS Semester Report

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www.rcsdk12.org/CIT/Resources



Career in Teaching Professional Support Semester Report

This report is required for all candidates for CT and PT positions. The report will be shared online at the CTPT page and will be used to prepare the candidate's portfolio. **NOTE:** This report is a key CT Lead Teacher Signature and the CT-Officer will prepare appropriate training and learning development professional support. Please contact the CT-Officer with questions: ctofficer@doe.state.nj.us

| Teacher/Trainee | Lead Teacher/Teacher Candidate | Date |
|---|--|--|
| <p>Grade/Subject: _____</p> <p>CT Career Ladder Cycle: _____</p> | | |
| <p>Check all that apply on the day of the observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Interviewed the candidate <input type="checkbox"/> b. Reviewed student work <input type="checkbox"/> c. Reviewed lesson plan <input type="checkbox"/> d. Reviewed student data <input type="checkbox"/> e. Reviewed student work <input type="checkbox"/> f. Reviewed student work <input type="checkbox"/> g. Reviewed student work <input type="checkbox"/> h. Reviewed student work <input type="checkbox"/> i. Reviewed student work <input type="checkbox"/> j. Reviewed student work <input type="checkbox"/> k. Reviewed student work <input type="checkbox"/> l. Reviewed student work <input type="checkbox"/> m. Reviewed student work <input type="checkbox"/> n. Reviewed student work <input type="checkbox"/> o. Reviewed student work <input type="checkbox"/> p. Reviewed student work <input type="checkbox"/> q. Reviewed student work <input type="checkbox"/> r. Reviewed student work <input type="checkbox"/> s. Reviewed student work <input type="checkbox"/> t. Reviewed student work <input type="checkbox"/> u. Reviewed student work <input type="checkbox"/> v. Reviewed student work <input type="checkbox"/> w. Reviewed student work <input type="checkbox"/> x. Reviewed student work <input type="checkbox"/> y. Reviewed student work <input type="checkbox"/> z. Reviewed student work | <p>Check all that apply on the day of the observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Planning <input type="checkbox"/> b. Planning <input type="checkbox"/> c. Planning <input type="checkbox"/> d. Planning <input type="checkbox"/> e. Planning <input type="checkbox"/> f. Planning <input type="checkbox"/> g. Planning <input type="checkbox"/> h. Planning <input type="checkbox"/> i. Planning <input type="checkbox"/> j. Planning <input type="checkbox"/> k. Planning <input type="checkbox"/> l. Planning <input type="checkbox"/> m. Planning <input type="checkbox"/> n. Planning <input type="checkbox"/> o. Planning <input type="checkbox"/> p. Planning <input type="checkbox"/> q. Planning <input type="checkbox"/> r. Planning <input type="checkbox"/> s. Planning <input type="checkbox"/> t. Planning <input type="checkbox"/> u. Planning <input type="checkbox"/> v. Planning <input type="checkbox"/> w. Planning <input type="checkbox"/> x. Planning <input type="checkbox"/> y. Planning <input type="checkbox"/> z. Planning | <p>Check all that apply on the day of the observation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a. Planning <input type="checkbox"/> b. Planning <input type="checkbox"/> c. Planning <input type="checkbox"/> d. Planning <input type="checkbox"/> e. Planning <input type="checkbox"/> f. Planning <input type="checkbox"/> g. Planning <input type="checkbox"/> h. Planning <input type="checkbox"/> i. Planning <input type="checkbox"/> j. Planning <input type="checkbox"/> k. Planning <input type="checkbox"/> l. Planning <input type="checkbox"/> m. Planning <input type="checkbox"/> n. Planning <input type="checkbox"/> o. Planning <input type="checkbox"/> p. Planning <input type="checkbox"/> q. Planning <input type="checkbox"/> r. Planning <input type="checkbox"/> s. Planning <input type="checkbox"/> t. Planning <input type="checkbox"/> u. Planning <input type="checkbox"/> v. Planning <input type="checkbox"/> w. Planning <input type="checkbox"/> x. Planning <input type="checkbox"/> y. Planning <input type="checkbox"/> z. Planning |
| <p>Notes on the grade/subject on the CTPT position. Use to complete the following:</p> <p>LIST = ENHANCED ACCOMPLISHMENTS AREA OF GROWTH</p> <p>LIST = ENHANCED CONTINUING POLICY/CHALLENGING CONCERN</p> | | |
| | | |
| <p>Teacher's Name/Sign: _____</p> <p>Master's Name/Sign: _____</p> | | |
| <p>Continues Professional Support for another semester? Reason: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Indefinite</p> | | |
| <p>Teacher Signature: _____ Date: _____ Lead Teacher Master Signature: _____ Date: _____</p> <p><i>Return this completed and signed form to the CT-Officer via email: ctofficer@doe.state.nj.us or mail to: CT-Officer, Career Office, NJ State Department of Education, 201 West Washington St., Trenton, NJ 08646</i></p> | | |

[illegible]

CIT Interns of the Year

DEADLINE for Nominations: February 16th

- To recognize the most OUTSTANDING new teachers and service providers.
- Please be selective (from 259 Interns!)
*What **distinguishes** this nominee as an outstanding intern?*
- Form must be signed by both Mentor AND Supervising Administrator
- <https://www.rcsdk12.org/CIT/Interns>



Seeking Qualified Applicants to become CIT Mentors!

- 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 2015-2019, 63.% of applicants were selected).

www.rcsdk12.org/CIT/Application

Apply to be a

CIT Lead Teacher-Mentor

for the 2024-2025 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 16, 2024
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 17, 2024
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




CIT Mentor Reapplications

If your Lead Teacher-Mentor two-year term expires in June 2024 you will receive notice in January that you must reapply to continue as a mentor for 2024-2026. You will receive an email message with a link to an on-line **CIT Lead Teacher-Mentor Reapplication** Google form that must be completed by **[Deadline TBA]**.

The Reapplication process has been delayed. Stay tuned for more information soon!

- When answering Reapplication prompts, give yourself some time to reflect and to answer questions thoughtfully and thoroughly using concrete examples of from your work as a Mentor so the CIT Panel will have sufficient evidence to evaluate your reapplication;
- **If you do not finish all the questions in one sitting, you can return to the form and make changes up until the due date; you can do this by submitting the form, and then using the link in the email confirmation that you will receive to return and edit your responses;**
- If you have not been activated, or your actual experience does not provide a relevant example for a reapplication question, you will be asked to indicate that in your answer and describe how you *might* approach the scenario or issue;
- CIT will contact your **current** RTA Rep and Principal directly for a reference; **you do not need to ask them to submit confidential reference forms as in the past;** and
- It would be helpful to let [CIT](#) know if you are **not** planning to reapply (so we won't bug you with reminders).
- The CIT Governing Panel will rate your written reapplication responses based on your clear analysis of your mentoring practice with fully developed, relevant and specific examples. In February, the CIT Governing Panel will review reapplications, mentor performance, paperwork, attendance, references, and evaluations and will either (1) renew you for another two-year term, (2) invite you for a reapplication interview, or (3) decline to renew your position for another term.

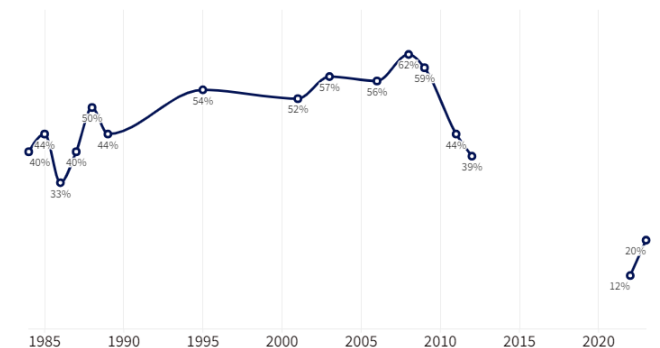
Email stefan.cohen@rcsdk12.org with questions.

Some National Trends

Teacher job satisfaction improves from last year.

Percentage of teachers who are "very satisfied" with their jobs: 1984-2023

Hover or click on the data points to reveal data.



SOURCE: The 2022 and 2023 results are from the Merrimack College Teacher Survey. The 1984-2012 results are from the MetLife Survey of the American Teacher.

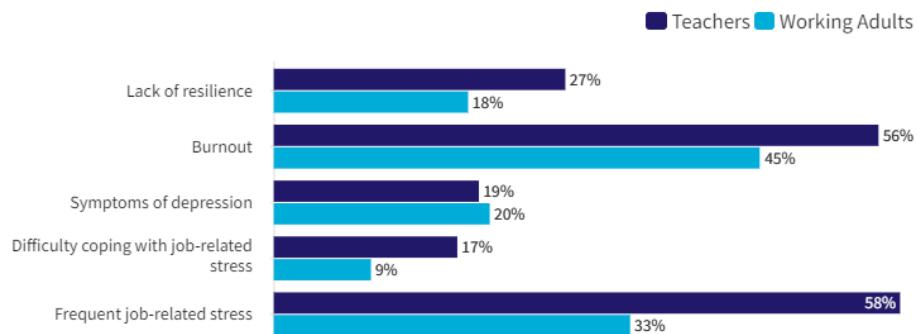


A Flourish chart

Teachers are still more stressed than other working adults

Well-Being of Teachers and Working Adults

K-12 public school teachers' self-reported well-being compared with that of working adults in the United States in Spring 2023.



Note: Survey of 1,439 teachers and 527 working adults

SOURCE: The RAND Corp.



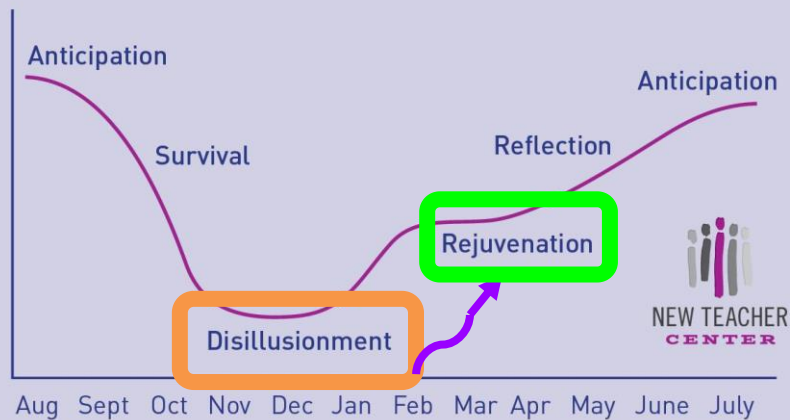
A Flourish chart

<https://www.edweek.org/teaching-learning/the-teaching-profession-in-2023-in-charts/2023/12>

New Year . . . New Hopes for “Rejuvenation”

Phases of First-Year Teachers' Attitude Toward Teaching

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



Mentoring Matters (Lipton, Wellman)

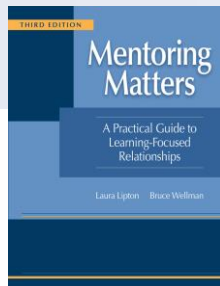
Top of page 15

SECTION 1 | *The Mentor as Growth Agent*

BALANCING THE GROWTH AGENT'S ROLE

- **Support** alone will provide comfort but may encourage complacency.
- **Cognitive challenge** without support may increase anxiety and fear of failure.
- **Support and cognitive challenge** without vision may leave us wandering on a journey looking only at the ground beneath us but not the road ahead.

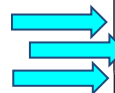
3 Functions of Learning-Focused Relationships



Calendar of Options

JANUARY

| PHASE | CONCERN |
|--------------|---------|
| Rejuvenation | Impact |



- Mutual sharing of professional growth goals and strategies
- Joint planning for upcoming units
- Clarify schedules, recordkeeping, reporting, etc.
- Encourage collaborative opportunities with other colleagues
- Attend a professional development offering
- Portfolio Interim Support Team Meeting

FEBRUARY

| PHASE | CONCERN |
|--------------|---------|
| Rejuvenation | Impact |



- Create a video of your teaching; analyze with your beginning teacher
- Create a video in your beginning teacher's classroom; debrief
- Apply the Reflecting Template (See Section 2: Structured Conversations: Maximizing Time and Attention) to focus on student work products and progress
- Collaborate on an action research project
- Anticipate and share information regarding readiness for upcoming events (spring break, student testing, etc.)

Professional Learning

www.rcsdk12.org/CIT/StaffDevelopment



Rochester Teacher Academy
Rochester Teacher Center

<https://rcsdk12.truenorthlogic.com>

Career In Teaching (CIT) Program

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
- CIT New Teacher Orientation Materials
- CIT Lead Teacher Application Forms
- CIT Staff Development
- Tuition Reimbursement
- Social Work, Speech License Renewal Reimbursement
- NYS Teacher Certification

Home > Departments > Career In Teaching (CIT) Program > CIT Staff Development

Find the current CIT professional learning offerings here:

[RTA Professional Learning for CIT Interns](#)
[CIT Slides and Resources from New Teacher Orientation](#)
[CIT Mentor Forum Schedule & CIT Mentor Forum Session Materials](#)
[CIT Classroom Management Q and A \(tentative dates Nov 15, Dec 7, on TrueNorthLogic soon\)](#)

Other Professional Learning opportunities:

[Office of Professional Learning Fall Catalog](#)
[Rochester Teacher Center Offerings](#)
[ELA PD and Testing Information](#)
[Instructional Technology Tutorials and Office Hours \(NEW!\)](#)
[Instructional Technology TechX Newsletter](#)
[Roc Restorative & Roc Restorative PD](#)
[TrueNorthLogic](#)
[TrueNorthLogic Quick Guide](#)

Find resources for CIT Professional Learning below:

[Mentoring Through All Phases Workshop](#)
[Culturally Responsive Teaching and the Brain](#)
[Preparing for Parent-Teacher Conferences](#)

CIT Action Research: [CIT Action Research Forms](#)

Helpful Links:

[PD Incentive and NYS PD](#)
[RCSD Office of Professional Learning](#)
[Rochester Teacher Center](#)
[Rochester Teachers Association](#)
[Special Education Toolkit](#)

CIT Classroom Management Strategies Q & A

November 15, 2022

These questions and answers are condensed and edited for clarity, and appear in no particular order. The "Answers" often apply to multiple "Questions." Most times, if, of course, they are not really "answers." They are possible approaches, suggestions, and incremental steps that if applied with flexibility (and with the guidance of your CIT Mentor or other colleagues) might make an incremental difference as you tackle challenges that are not unique to your classroom. Remember that for many this is the toughest time of the year, that beyond the "Disillusion" phase is "Hibernation," and that Year Two will feel like a different planet. There are no "rubric cars," but there are things we can do that can make a difference in helping you be the teacher you want to be.

Thank you to mentors Amanda Burke and Tina Bonanno for contributing their notes, which I edited and integrated into the format below. Thanks for taking the time on Tuesday to share!! -SueAnn

QUESTION: What are some ways that I might address the constant challenges (sometimes violent) of my emotionally dysregulated students and their behaviors when their disruptions are dominating the school day, and because the students demand immediate attention to their problems.

ANSWERS:

- Think specifically about which conflicts/problems need purposeful ignoring, which need a "teacher look" that indicates "you know I expect better," which need a "we-did-it and move on" approach, which need to be dealt with at a later prescribed time, which need to be addressed immediately, and which need outside expertise to address. Match your response to the magnitude of the issue.
- De-escalation is key. Your routines, procedures, and responses to student behavior should avoid heightening the classroom drama.
- Structure a designated time to address classroom community issues. Limit it to preserve time for academics and content.
- A "Problem Solving" to pick from at Morning Meeting. OK for you to contribute and select the issue to address. Students contribute to solutions and then "rehearse" what to do when they are faced with that problem. Students gain buy-in to the solutions, and that time is dedicated to community building (which means you can spend the rest of the time more focused on academics).
- Work with your team of service providers to get social-emotional support to the kids who need additional counseling that you can't (and shouldn't) provide.
- Work with the Restorative Team to implement strategies for repairing student relationships, both with each other and with you.
- Student social-emotional needs manifest in unpredictable ways. "I don't care" is a larger of self-defense. Remember that underneath those oppositional defenses is someone who can be curious, can engage and can learn.
- When a strategy doesn't solve the problem, or goes poorly, that doesn't necessarily mean that it is an ineffective strategy. What are the obstacles, what needs to happen differently, what needs a different approach, or what needs tweaking when you try it again?

QUESTION: What are some ways that I might get my students to stop teasing up the room and destroying property, especially when faced by academic demands that seem to provoke student outbursts and disruptions?

ANSWERS:

- Continue to use strategies like a reflection sheet or "time out" space when appropriate, but work with other service providers at your school when those opportunities are not sufficient to address violent behaviors.
- Give the SEL and Counseling efforts time to improve with "baby steps." Take note of any incremental effects and communicate with the service providers about student needs and behaviors.
- Discuss with your colleagues and supervisor how violent destruction of property will be handled if it occurs so it can be understood that it will not be tolerated. Reach out to student families and to colleagues with expertise in restorative practices to repair relationships following the damage of property.
- Violent behavior takes a toll on us as well. Make sure you are taking care of your own health as you handle these situations. Allies are important here.
- See suggestions in response to the question above.

QUESTION: How do I determine how much student talking to tolerate? There is a gap between teacher's high expectations and what is actually happening. It is very chaotic and loud.

ANSWERS:

- Everyone's tolerance is unique. Whatever expectation you have is OK as long as it doesn't interfere with learning. Don't feel like there is a magic level.
- Stay consistent with your rituals and routines.
- Learn to notice the difference between "chaos" and "controlled chaos."

QUESTION: What are some ways that I might get my students to stay focused and stop the talking and calling out that distracts from learning and from my delivery of instruction?

ANSWERS:

- Build an established relationship to create a firm, but fair approach to distracting student behavior. Our students understand positive behavior and when we consistently require it, they can rise to meet expectations. Students need accountability.
- Select strategies that feel comfortable, then deploy them with care. Examples: countdowns, "Eye and Ear" games, call and response ("Class Shhh... Yes Yes"), musical instrument, new Sh Talk, or select via student request.

September's Frequently Asked Questions*

*Information may not be current! Double-check when appropriate.

FAQ #1: What happens when an Intern is Uncertified?

FAQ #2: What if the "CIT Intern" already has significant teaching experience elsewhere?

FAQ #3: What's the deal with the "New Educator Orientation Requirement?"

FAQ #4: What's going to happen with this dramatic district reconfiguration?

FAQ #5: Show me the Money?

<https://www.rcsdk12.org/Page/58854>

November's Frequently Asked Questions *

*Information may not be current! Double-check when appropriate.

FAQ #6: How do I convince my Intern to invest time in Planning & Preparation?

FAQ #7: With this new Google Drive, why can't I just . . . ?

FAQ #8: What happens next with my reports?

FAQ #9: How do I approach APPR Evaluation with Interns?

<https://www.rcsdk12.org/Page/58854>

FAQ #10: How do I advise about Transfer Days?



If in school that is closing: Participate in Transfer Process!

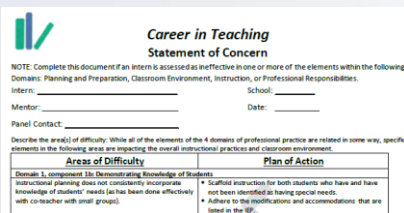
If teacher is not yet NYS certified:

- Can't participate in 'Voluntary Transfer'
- If certified by 'Transfer Days' in May/June, their position will not be listed as a "vacancy," and they can participate in later rounds.

Remind Interns who participate in the transfer process to alert building supervisors (great opportunity for discussion about next year).

FAQ #11: What do I do if my Intern is struggling?

- Call the CIT Office!
- Document in your Mentor Log
- When needed, know your boundaries, and check that the Intern has external supports
- If “Ineffective” ratings are not showing improvement, consider “Statement of Concern.”



Career in Teaching
Statement of Concern

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

Intern: _____ School: _____
Mentor: _____ Date: _____
Panel Contact: _____

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

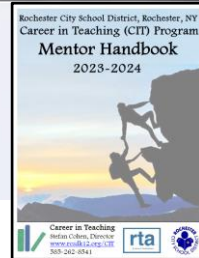
| Area of Difficulty | Plan of Action |
|--|---|
| Domain 1, component 1b: Demonstrating Knowledge of Students Instructional planning does not consistently incorporate knowledge of students' needs (as has been done effectively with co-teacher with small groups). | <ul style="list-style-type: none"> Scaffold instruction for both students who have and have not been identified as having special needs. Adhere to the modifications and accommodations that are listed in the IEP. |

Mentor Handbook, pp. 33-35

Struggling Interns

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

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



So when you have questions . . .

Start with the CIT Website: www.rcsdk12.org/CIT.

Bb Career In Teaching (CIT) Program x +

https://www.rcsdk12.org/CIT

Rochester City School District

Select a School Translate District Home How can we help? Q

About Superintendent Board of Education Families Schools Departments Community Staff Careers Calendar

Home > Departments > Career In Teaching (CIT) Program > Overview

Career In Teaching (CIT) Program

- Overview
 - CIT Career Ladder Flyer
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 - CIT Lead Teacher Application Forms
 - CIT Staff Development
 - Tuition Reimbursement
 - Social Work, Speech License

All new teachers in the RCSD get intensive, customized support from a CIT Lead Teacher-Mentor! Not new, but looking for non-evaluative, targeted support from a trusted, experienced colleague? Consider requesting: [CIT Professional Support](#).

New Educator Orientation information: [NEO RESOURCES and INFO](#)
Find **SELF-CARE Resources** here: [CIT Self-Care](#)

See links at left for [Tuition Reimbursement](#) or [License Renewal](#) information.
Visit the Office of Human Capital's [New Hire Resources/Staff Handbook](#) here:
<https://www.google.com/frcsd121.org/rcsdstaffhandbook/home>
Click here for [Deferred for Summer Pay Information](#).

Visit the **CIT YouTube Channel**: <https://www.youtube.com/channel/UCbMB074dmGnIxEkOYMRuCW>
CIT featured on RTA's Rochester Teachers Care: youtu.be/0Sn2GBufuvs

Check out **CIT on WXXI Connections**:
www.wxxinews.org/post/connections-first-year-teachers
www.wxxinews.org/post/connections-mentorship-teachers

Rochester's Career in Teaching (CIT) Program

Career in Teaching (CIT) was established in 1987 as a collaborative effort between the Rochester Teachers Association and the Rochester City School District. Its focus is providing one-on-one professional support for teachers using a Peer Assistance and Review (PAR) program. The CIT Program's goals are to retain high quality teachers and to strengthen teaching and learning in our district through peer coaching in the spirit of a true profession.

View current CIT program descriptions and data in our slideshow here: [CIT Program Slides](#).

- **Tuition Reimbursement**
- **APPR Evaluation Process Info**
- *Teacher Evaluation Guide*
- **Staff Development**
(PD Recommendations)
- *Intern & Prof Support Guidebook*
- Links for **Teacher Certification**
- Links for PD Incentive and NYS PD Requirements
- **Self-care Resources**

Calendars, Forms, and More

@ www.rcsdk12.org/CIT/Resources

+ CIT Lead Teacher-Mentor Resources

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- CIT Lead Teacher-Mentor Resources
 - Mentor Forum Resources
 - May 23, 2022 CIT Mentor Forum
 - Mar 21 CIT Mentor Forum
 - Jan 10, 2022 CIT Mentor Forum
 - Nov 22, 2021 CIT Mentor Forum
 - Sept 27, 2021 CIT Mentor Forum

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



Valuable information for Lead Teacher-Mentors:

TENTATIVE 2022-2023 CIT Mentor Forum and Training Dates
CIT Mentor Handbook 2022

CIT Mentor Paperwork Checklist (Interns)

CIT Mentor-Intern Timeline (from Handbook)

CIT Professional Support Mentor Timeline-Guidelines (from Handbook)

Data to submit on-line to start the year:

Provide Lead Teacher-Mentor Data (about you) here: [CIT Lead Teacher-Mentor Data Form](#)

Provide Data about the teacher you are supporting (Intern or Professional Support) here: [CIT Teacher Data Form](#)

(If you want to fill out a hard copy for your own reference: [CIT Teacher Data - Google Form Hard Copy](#).)

You will maintain an on-line [Calendar of your CIT teacher contacts](#) in Google Classroom here: <https://classroom.google.com>.

CIT Sub Days: ***NEW PROCEDURE***

Submit requests using on-line [Google Form: CIT DAY REQUEST FORM](#)

CIT Sub Day Procedure (from Handbook)

Creating Opportunities to Visit Interns

CIT Guided Observation Tool (for Intern visits to other classrooms)

Forms for Mentors when working with Interns or with teachers who have requested Professional Support (scroll down for "Special Area" forms):

Rochester City School District, Rochester, NY Career in Teaching (CIT) Program Mentor Handbook 2023-2024



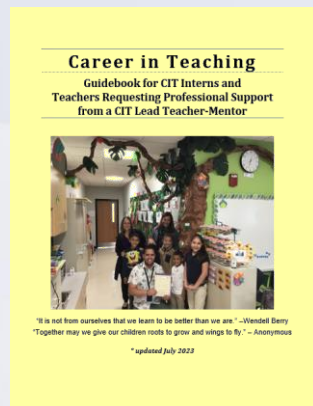
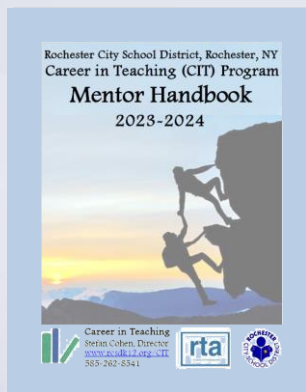
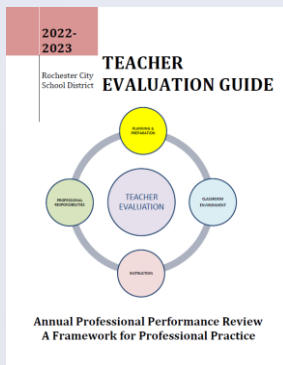
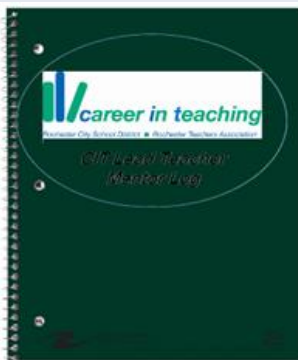
Career in Teaching
Stefan Cohen, Director
www.rcsdk12.org/CIT
585-262-8541



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 |
| Danielson Framework for Teaching Quick-Glance..... | 15 |
| Using CIT Tools for Learning-Focused Conversations..... | 16-23 |
| The Contractual "Career in Teaching Plan"..... | 24 |
| Mentor Timeline: 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 |
| Struggling Interns..... | 33-36 |
| Working with Administrators..... | 37 |
| CIT Sub Days..... | 38-39 |
| ...and Remember..... | 40 |
| CIT Forms/Reports/Tools..... | 41-47 |
| CIT Paperwork Checklist..... | 48 |
| CIT Mentor Forum and New Mentor Training Dates..... | Back Cover |

At the CIT Office . . .



Career in Teaching Tool (revised June 2013)

Collaborative Mentor-Intern Feedback Form

Name: _____ Mentor: _____

Grade/Subject: _____ Teacher's Signature: _____

Check all that apply:

| | | | |
|---|---|---|--|
| <input type="checkbox"/> Analyzing Student Work | <input type="checkbox"/> Developing/Revising Professional Goals | <input type="checkbox"/> Modeling Lesson | <input type="checkbox"/> Planning Lesson |
| <input type="checkbox"/> Communicating with Parents | <input type="checkbox"/> Developing Career Study Student | <input type="checkbox"/> Observing Instruction | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Discussing Content Standards | <input type="checkbox"/> IEP Development/Reviewing | <input type="checkbox"/> Observing Mentor or other Licensed Teacher | <input type="checkbox"/> Providing Resources |
| <input type="checkbox"/> IEP Development/Reviewing | | | <input type="checkbox"/> Reflecting |

What's Working:

Current Focus—Challenges—Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

Next Meeting Date: _____ **Focus:** _____

Questions:

| | | | |
|--|--|--|--|
| Planning & Preparation | The Classroom Environment | Instruction | Professional Responsibilities |
| <ul style="list-style-type: none"> Assessing knowledge of content and pedagogy Developing/Revising Professional Goals Communicating with Parents Communicating with Colleagues Communicating with Students Communicating with Community Communicating with District Staff | <ul style="list-style-type: none"> Establishing a safe and secure environment Establishing a positive and supportive culture Establishing a positive and supportive culture Establishing a positive and supportive culture Establishing a positive and supportive culture | <ul style="list-style-type: none"> Establishing a safe and secure environment Establishing a positive and supportive culture Establishing a positive and supportive culture Establishing a positive and supportive culture Establishing a positive and supportive culture | <ul style="list-style-type: none"> Establishing a safe and secure environment Establishing a positive and supportive culture Establishing a positive and supportive culture Establishing a positive and supportive culture Establishing a positive and supportive culture |

Ready to help!



Wendy.Underhill@rcsdk12.org
585-262-8518

These forms are available in modified versions for
Counselors, Librarians, Psychologists, Social Workers, and Speech Language Therapists.

The Status of Intern Status Reports

| | | | |
|--|-------------------------------------|--------------------------------------|----------------|
| <input type="checkbox"/> First Status Report | Month: | Year: | Panel Contact: |
| <input type="checkbox"/> Second Status Report | | | |
| Career in Teaching Intern Status Report | | | |
| Intern Name: | School: | | |
| Mentor Name: | Job Assignment: | | |
| Observation Dates/Times: | | | |
| Conference Dates: | | | |
| Effective: Performance meets or exceeds professional expectations. Developing: Performance continues to improve in areas indicated. Ineffective: Performance needs improvement in areas indicated. | | | |
| DOMAIN 1: Planning and Preparation <small>Demonstrates knowledge of relevant concepts when planning; demonstrates knowledge of students when planning; sets instructional outcomes; demonstrates knowledge of resources; designs coherent instruction based on NYS Content Core Content Standards; designs coherent instruction for all/many learners; creates student assessments that correspond to instructional outcomes and test valid planning</small> | | | |
| <input type="checkbox"/> Effective | <input type="checkbox"/> Developing | <input type="checkbox"/> Ineffective | |
| | | | |

Revised December 2017

CIT Intern Status Report page 1

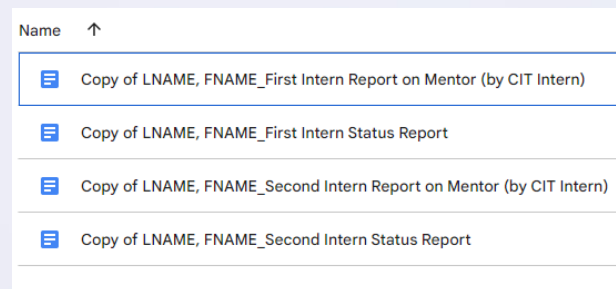
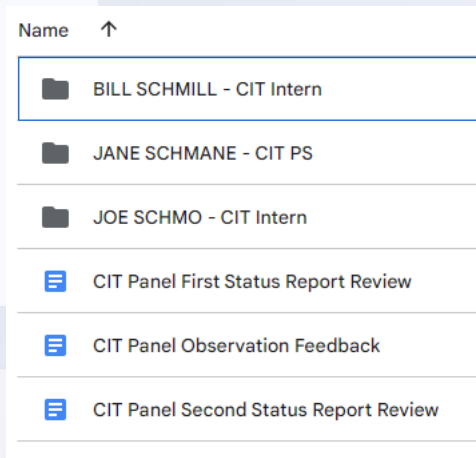
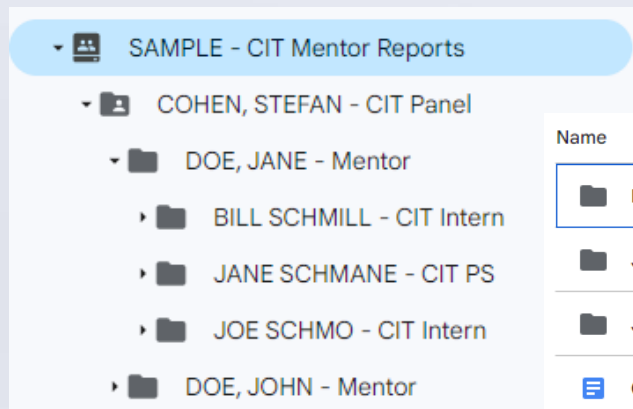
CIT Intern Status Report Clinic

SESSION AGENDA:

1. Review purpose and scope of Status Reports
2. Analyze samples
3. Discuss writing a report for a struggling Intern
4. Ask questions and get assistance with your own Intern Status Reports

Find all materials here: <https://www.rcsdk12.org/Page/50046>

CIT Intern Status Reports in CIT Department Google Drive



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

| | |
|-----------------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
| <i>CIT Mentor signature</i> | <i>Date</i> |
| <input type="text"/> | <input type="text"/> |
| <i>CIT Intern signature</i> | <i>Date</i> |

If this is being signed digitally only, the Mentor and Intern must type their names into the signature boxes above, and the **CIT Intern** must click [here](#) to complete the [CIT Report Digital Signature Form](#).
(You need to be signed into your RCSD Google Account, [Your 7-digit ID*]@rcsd121.org.)

CIT Google Drive for Mentor Reports – INSTRUCTIONS for CIT Mentors



STEFAN's NOTES on WRITING INTERN STATUS REPORTS

- Keep in mind the **dual purpose of the Intern Status Report**:
 - to reinforce feedback for your Intern about the strengths and challenges you have identified and the aspects of practice that you will focus on in your work together going forward, and
 - to provide the CIT Governing Panel with evidence of the Intern's strengths, challenges, and progress.
- Intern Status Reports should draw from your notes and feedback with **specific examples** to illustrate the Intern's progress. This evidence should align with the four domains in the Danielson Framework for Teaching.
- The report should reflect the ongoing work you have done with your Intern—a summation of feedback and goal-setting leading up to the report with **no surprises for your Intern**. If this is the second Intern Status Report, it should include specific evidence of growth since the first report.
- You must provide time to review the Status Report at length with your Intern. You must not simply give the report to your Intern to sign. This learning-focused conversation is essential to effective mentoring. Make sure you both sign the report.
- Be honest with your feedback and when you assign ratings. Check rubric language in determining these ratings, and make sure to provide evidence to support the rating you select. Remind the Intern that the Status Report is not and is not part of the Intern's APPR. We expect our Interns to be "Developing" in some (if not all) domains. An "Effective" rating indicates effective practice in all components of that domain.
- The report is an opportunity to provide some relevant context to better understand the Intern's strengths and challenges, but keep this to a minimum. Clear illustrations of practice are more important.
- Ask yourself: if a discussion about this intern is brought to the CIT Governing Panel, does this report include enough information for the Panel to make a recommendation? Does this report clearly demonstrate for the intern his or her strengths and the areas of practice that need additional work?
- The Intern Report on Mentor is also due with the Intern Status Report and should be completed by the Intern and signed by both the Mentor and Intern.
- All reports must be handed in at the Mentor Forum or to the CIT Office, or scanned as email attachments to CIT@rcsdk12.org (not sent directly to the CIT Panel Contact).
- Contact Stefan if you have not had sufficient opportunity to observe your Intern and need a deadline extension, or if you are noticing signs of an Intern in trouble (domains or components that are persistently ineffective).

Updated December 2022

Purpose

STEFAN's NOTES on WRITING INTERN STATUS REPORTS

- Keep in mind the **dual purpose of the Intern Status Report**:
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 - to provide the CIT Governing Panel with evidence of the Intern's strengths, challenges, and progress.
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Find all materials here: <https://www.rcsdk12.org/Page/50046>

Domain-based Evidence

| | | | |
|---|--------|-------|----------------|
| <input type="checkbox"/> Find Status Report | Month: | Year: | Panel Contact: |
| <input type="checkbox"/> Record Status Report | | | |

| Career in Teaching Intern Status Report | |
|--|-----------------|
| Intern Name: | School: |
| Mentor Name: | Job Assignment: |
| Observation Dates/Times: | |
| Conference Dates: | |

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

DOMAIN 1: Planning and Preparation
 Demonstrate knowledge of relevant concepts when planning; demonstrate knowledge of students when planning; use instructional materials; demonstrate knowledge of resources; design student instruction based on 120 Common Core Content Standards; design student instruction for diverse learners; design student assessments that correspond to instructional outcomes and the grade plan.

| | | |
|------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Effective | <input type="checkbox"/> Developing | <input type="checkbox"/> Ineffective |
|------------------------------------|-------------------------------------|--------------------------------------|

Hard worker? Prepared?
Thoughtful planner?
(or “winging it”?)
Clear about Outcomes?
Plans incorporate Student Needs, Interests, Culture?
What’s the Planning “Process”?
Collaborative?

Revised December 2017

CIT Intern Status Report page 1

DOMAIN 2: Classroom Environment
 Create an environment of respect and support; establish a culture for learning; manage classroom procedures and routines that support student learning; manage student behavior; organize physical space to promote rich learning.

| | | |
|------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Effective | <input type="checkbox"/> Developing | <input type="checkbox"/> Ineffective |
|------------------------------------|-------------------------------------|--------------------------------------|

How does teacher interact typically with kids? Describe.
Do students like being there?
Comfort level? Positive?
Expectations clear?
Specific rituals and routines?

DOMAIN 3: Instruction
 Communicate clearly with students; use effective questioning and discussion techniques; engage students in learning activities; manage groups of students; instructional materials/resources, structure and pacing; use assessment in instruction (monitor student learning, assessment criteria, provide effective feedback, encourage student self-assessment and monitoring of progress, demonstrate flexibility and responsiveness).

| | | |
|------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Effective | <input type="checkbox"/> Developing | <input type="checkbox"/> Ineffective |
|------------------------------------|-------------------------------------|--------------------------------------|

Examples of specific lessons.
Purposeful? Instructions clear?
Students engaged? Participating?
What are students doing?
How do we know what students are learning? (Assessment?)
Pacing? Closure? Feedback?

Revised December 2017

CIT Intern Status Report page 2

DOMAIN 4: Professional Responsibilities
 Reflect on teaching practice to assess the effectiveness of lessons and plans; assess accordingly; maintain accurate records about student progress; communicate regularly with families about the instructional program and about student progress; participate in the school community and demonstrate collaborative relationships with colleagues; participate in school and district programs; design and grow professionally by participating in professional learning opportunities to enhance content knowledge and pedagogical skill; assess professionalization.

| | | |
|------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Effective | <input type="checkbox"/> Developing | <input type="checkbox"/> Ineffective |
|------------------------------------|-------------------------------------|--------------------------------------|

Teacher reflective? Open to improvement, growth process?
Examples of family contact?
Relationships with colleagues?
Involved in life of school?
Professional learning?

| | |
|------------------------|------------|
| Mentor signature _____ | Date _____ |
| Intern signature _____ | Date _____ |

Signatures indicate that the Mentor has reviewed this report with the Intern. Interns may attach a written response or comments. Please return form under seal to CIT Office, CO-2.

Revised December 2017

CIT Intern Status Report page 3

Find all materials here: <https://www.rcsdk12.org/Page/50046>

Sample Analysis



On your own:

1. Read over a relevant sample (or two or more).
2. **What are some of the characteristics in these samples that make them valuable (for Interns and for the CIT Panel)?**
3. We will come back and discuss in Breakout Rooms (based on grade-level, content area, specialized service).

https://drive.google.com/drive/folders/11KkS6BanVm7wMiwWxrcc-vAB_cFi_4-R

Please remember to respect the confidentiality of the Interns and Mentors whose reports are today's samples.

Current Feedback

Please edit the name of this document using the format: "MENTORLASTNAME_CIT Panel First Status Report Review"

For District use, please use: "Status" When completed, click on the green arrow in the "Status" or "Comments"

Date Completed: _____

Panel Contact: _____

Center in District: _____

First Intern Status Report

Intern Name: _____

Student Name: _____

Teacher Name: _____

Conference Date: _____

Comments: _____

Signature: _____

Signature: _____

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Please edit the name of this document using the format: "MENTORLASTNAME_CIT Panel First Status Report Review"

CAREER IN TEACHING

CIT Panel Status Report Review - Intern Status Reports

Lead Teacher Assigned as Mentor: _____

Reviewed By: _____

Date of Review: _____

Intern Name(s): _____

Date Received: _____

First Status Report Review ☐

Second Status Report Review ☐

COMMENTS/CONCERNS ABOUT STATUS REPORTS:

☐ Clear, direct statements of intern strengths/challenges ☐ Quality of information useful for CIT Panel decisions

☐ Sufficient observations and conferences ☐ Evidence aligns with domains and supports domain rating

☐ Includes specific examples to illustrate intern's progress ☐ Includes indication of ongoing work with intern

☐ Not enough information: more specific details needed on _____'s report.

☐ Quality of information needs improvement: ☐ Not specific ☐ Inconsistent ☐ Illegible ☐ Other (see below)

☐ Insufficient number of observations listed ☐ Insufficient number of conferences listed

☐ Missing reports (list intern names): _____

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

☐ Other: _____

Domain 1 Planning and Preparation

Domain 2 Classroom Environment

CIT Panel Status Report Review (continued)

COMMENTS/CONCERNS ABOUT INTERN REPORT ON MENTOR:

Feedback re: mentoring items checklist and narrative comments:

SUGGESTIONS OR ACTION NEEDED

Based on Intern Status Reports and/or Intern Reports on Mentor:

☐ Conference Needed ☐ Conference Held Date: _____

If not only: _____

PANEL MEMBERS: Please submit signed review of next CIT Governing Panel Meeting or to CIT Office.

MENTORS: Please return signed review to the CIT Office, CD-2 within TEN DAYS.

If not only: _____

PANEL MEMBERS: When complete, please type your "signature" and "share" the link to this review with the CIT Mentor

MENTORS: Please review and sign using the CIT Report Single Signatures Form (link below) within TEN DAYS.

Signatures acknowledge that this report has been read, and do not necessarily indicate agreement.

Mentors may add a written response or comments below, as an attachment, or in the digital signature form.

See above, and the CIT Monitor must click
in Mentor's BCSO Google account.

Insert "or Comments"
107

page 2

Breakout Room Status Report Discussion

Please ...



- **Take one minute to get re-acquainted. Then ...**
 1. Share your insights about the the characteristics in these samples that make them valuable.
 2. Discuss what kind of feedback on your Intern Status Reports be most helpful to you
 3. Share any suggestions, tips, or tricks for producing high quality, valuable Intern Status Reports.
- Try sharing on the [collaborative Microsoft Teams Whiteboard](#).
- Be sure to give everyone an opportunity to speak and to listen.
- Only share what you feel comfortable sharing, you always have the option to pass.
- Please respect the privacy of the others in your Breakout Room.
- You are welcome to leave the Breakout Room to return to the main room at any time.

Possible CIT INTERN STATUS REPORT Checklist for Mentors and CIT Panel:

- ☐ Is the Status Report useful for your Intern?
- ☐ Does it pertain specifically to your Intern's practice (Intern-centered)?
- ☐ Are their sufficient examples from enough rubric components to comprehensively assess the Intern's practice?
- ☐ Is your praise specific enough to reinforce positive practice?
(What does that good practice look like?)
- ☐ Have you already discussed the issues captured in the Status Report (no surprises)?
- ☐ Does the evidence align with the Danielson rubric domains and with the descriptors for Effective, Developing, or Ineffective practice?
- ☐ Have you supported your comments (and ratings) with clear examples to illustrate?
- ☐ Have you described how students are interacting with the teacher or with each other?
- ☐ Have you described what students are doing during lessons or in groups? Examples of participation and engagement?
- ☐ Have you included the negative stuff? Did you include strategies for improvement & growth?
- ☐ Is it clear what you are working on with your Intern going forward?

What else belongs on this checklist?

<https://docs.google.com/document/d/1KEzmnSDKxSC7R-LvfaP9n8JsIXXGgN3N/edit>

Breakout Room Topics or (even better!) Discuss One of Your Own



Breakout Rooms

- Creating Opportunities to Visit my Intern with Students
- My Intern Fears “Getting Caught” Falling Behind or not Teaching Grade Level Curriculum
- Intern is Effective. What now?
- Mediating my Intern’s Relationships with Colleagues
- Handling my Intern’s Work Ethic (It’s not strong.)
- How to Ask Questions to Deepen Thinking & Encourage Intern Independence
- My Intern is not Connecting with Students/Not Planning Sufficiently/Not Consistently Following Through . . .
- My Intern is Getting Bad Advice from School Colleagues
- Need Clear Roles for Co-teachers or for Support Staff
- It is Never my Intern’s Fault (according to my Intern)
- Addressing my Intern about Cultural Bias or Favoritism
- Intern’s Challenges are due to School Environment or School Leadership

Breakout Room Problem Solving

Please . . .



- Take one minute to make brief introductions.
- Poll each Mentor in the Breakout room about a topic/challenge they most want to address (relevant to Mentoring and to the Mentors in that Breakout Room).
- Be sure to give everyone an opportunity to speak and to listen.
- Only share what you feel comfortable sharing, you always have the option to pass.
- Please respect the privacy of the others in your Breakout Room.
- You are welcome to leave the Breakout Room to return to the main room at any time.

Brief Discussion Debrief

How was the discussion process for you?

Did you gain some helpful ideas?

Any themes emerge? Any surprises?



Please “raise your hand”

 **Raise Hand**

or drop your comments into the ‘Chat’.

(We can share comments with the group after the Forum.)

**You will be invited to share reactions and insights in
the Survey after the session.**

Affinity Groups, RCSD Leadership Competency, & You!

Look for opportunities to ensure teacher leader input on these district initiatives:

Steering Committee for Affinity Group Initiative

RCSD Affinity Groups are safe spaces for educators of historically marginalized groups to come together in order to:

- make connections to those with similar lived experiences, mutual concerns, and a common purpose.
- build a sense of camaraderie and a system of support through fellowship and networking.
- provide RCSD leadership with ideas and recommendations for changes in practices, procedures, and policies that negatively impact diversity and inclusion efforts.
- support RCSD efforts to recruit, develop, support, and retain the most effective and diverse staff.

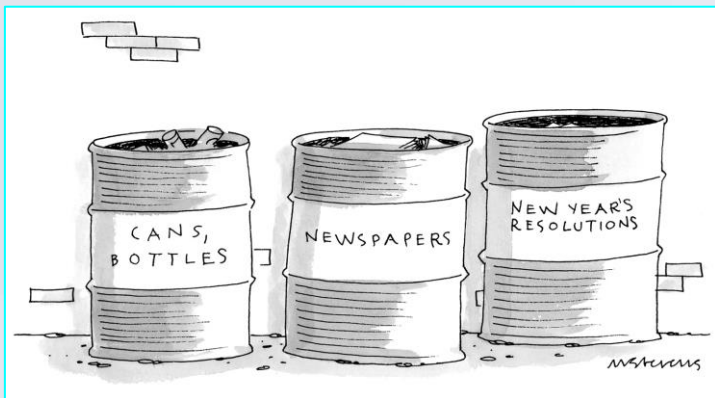
RCSD School Leader Evaluation Project

Look for a Form asking for your input on the 10 'competencies' and 30 'indicators' to be used for evaluating building administrators. What should be looked for when evaluating folks based on these standards? <https://www.npbea.org/psel/>

**Professional Standards
for Educational Leaders**

National Policy Board for Educational Administration

Thanks for starting another year with CIT!



Please complete the Program Evaluation Survey after today's Forum. Your input is needed to help us plan future sessions.

Find slides and session materials at the CIT Website Mentor Forum Resources page:
<https://www.rcsdk12.org/Page/58855>

