Welcome to our CIT March Mentor Forum
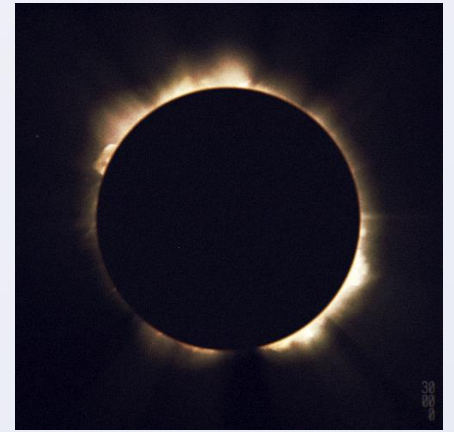## March 18, 2024 (last one before the Eclipse)

Share in "Chat:"

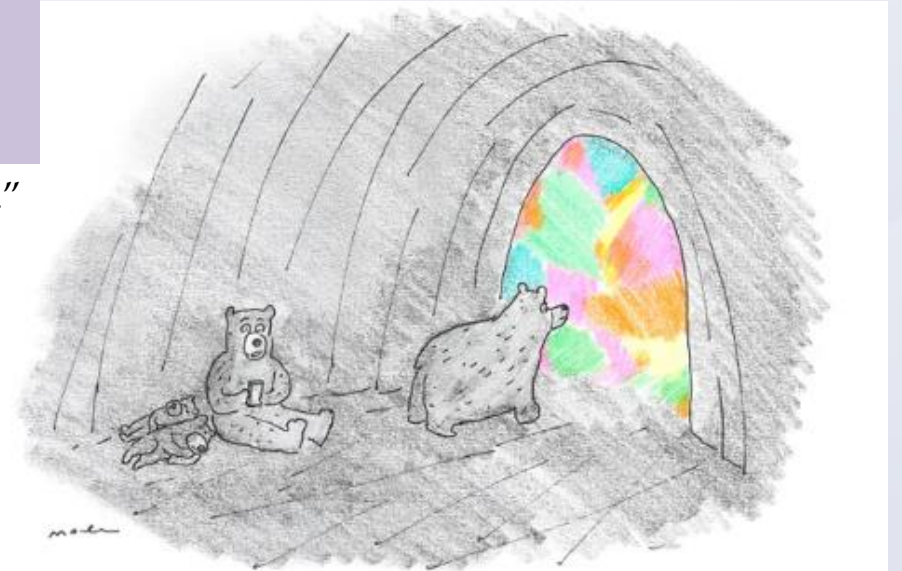**For our CIT Interns, teaching/providing student services in the RCSD is like a Solar Eclipse because . . .***

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

*Using a critical thinking strategy, sometimes called "synectics," or "reasoning by analogy."
Additional info here: https://johndabell.com/2018/02/11/the-synectic-model-of-teaching; and more here:
https://mcblogs.montgomerycollege.edu/thehub/fundamentals-of-teaching/instructor_resources/synectics-a-creative-thinking-process-to-anchor-learning.

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

"It sure looks like spring, but I'll check my hibernation app."

Tentative March 18ᵗʰ Mentor Forum AGENDA:

- **Critical Thinking in the Chat**

- **CIT Numbers, Reminders, & Announcements**

- **"Rejuvenation" & Reflection in Uncertain Times**

- **Breakout Rooms Round One: Randomly Assigned Challenging Mentor-Administrator Scenarios Debrief and Some CIT Guidance**

- **Breakout Rooms Round Two: Grade/Content Problem-Solving Support from Colleagues**

- **Debrief, Goodbye, & Survey Time**
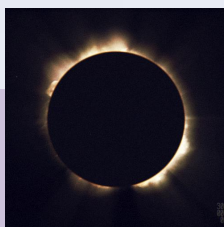
Share in "Chat:"
For our CIT Interns,
teaching/providing student services in the RCSD is like a Solar Eclipse because . . .*
We will share the responses (with names removed) after today's meeting.

B.BARNICOAT

COAT YOU CAN WEAR ONLY ONE DAY A YEAR, IN SPRING, WHEN IT IS SUNNY BUT NOT HOT, NOT EVEN WARM, REALLY, ABOUT 57·2°F EXACTLY. YEAH, YOU PROBABLY SHOULDN'T HAVE BOUGHT THIS COAT

WINTER COAT   SUMMER JACKET

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

*Using a critical thinking strategy, sometimes called "synectics," or "reasoning by analogy."
Additional info here: https://johndabell.com/2018/02/11/the-synectic-model-of-teaching; and more here: https://mcblogs.montgomerycollege.edu/thehub/fundamentals-of-teaching/instructor_resources/synectics-a-creative-thinking-process-to-anchor-learning.

CIT Support Numbers as of 3/15/2024

CIT Lead Teacher Support Cumulative Totals (includes completed or resigned)	2023-2024 (as of 3/15/2024)	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
INTERNS TOTAL	285	349	129	37	218	372
Prof Support RESIDENT	56	32	50	55	91	83
Prof Support TENURED	15	19	31	51	33	22
Prof Support Uncertified & LT Sub	37	56	29	14	20	37
Teachers needing Mentor Support	393	456	239	157	362	514
Teachers Receiving Independent Evaluation	38	52	55	81	123	136
Lead Teacher-Mentors Activated (as of Sept 14, 2023)	169 (91.8%)	158 (98.1%)	102 (67.1%)	74 (44.0%)	142 (72.8%)	188 (94%)

Resigned: 24

Completed: 28

🏀 *Mad March Reminders*

If activated, have you . . .

- *Updated your CIT Google Classroom Calendar (monthly)*

- *Completed your CIT Panel Observation (due after April recess)*

- *Arranged your Mentor Peer Reflection (due after April recess)*

If supporting Interns . . .

- *Reviewed the Intern Status Report with your Intern*

- *Submitted the Intern Status Report & the Intern Report on Mentor*

- *Made your Monthly Administrator Contact*

www.rcsdk12.org/CIT/Resources

From January 8, 2024 CIT Mentor Forum

Link to Whiteboard: https://drive.google.com/file/d/1A5MDUkjgfnsau-ppT2bd4Q7Pp1FYzjed/view?usp=sharing

CIT MENTOR FORUM: Status Reports

CIT Intern Status Reports

- Thank you!

- CIT Panel Feedback

- Issues with Drafts in
CIT Department Google Drive

- Paperwork Update Coming Soon

MENTOR: Schmo, Joe	
CIT GOVERNING PANEL CONTACT: Taskmaster, Anita	
TEACHER NAME: Jane Doe	
CIT STATUS: Intern	Mentor Activated: 8/29/2023
Spring Reports due on: 3/18/2024	
Intern Status Report signed by Intern on: 3/15/2024	
Intern Report on Mentor signed by Mentor on: 3/17/2024	
Fall Reports due on: 11/20/2023	
Intern Status Report signed by Intern on: 11/18/2023	
Intern Report on Mentor signed by Mentor on: Missing	
Your CIT Mentor Google Drive folder: https://drive.google.com/drive/folders/ABCDE12345	
CIT Google Classroom Calendar (as of December 15, 2023): UP-TO-DATE! Please include Monthly Admin Contact.	
Teacher Data Form Completed on 9/3/2023	
Mentor Data updated as of: 10/29/2017	

Career in Teaching Governing Panel Meeting
EXCERPT from MINUTES, Monday, March 4, 2024, 4:00 PM
Microsoft Teams Meeting

5. **Feedback for Panel from January CIT Mentor Forum**

Panel members reviewed insights and feedback from CIT Mentors at the January 8th Mentor Forum about Status Reports (Mentor Forum 1-8-2024, Status Reports Whiteboard). Panel requested some of the support documents cited by Mentors. Stefan shared the "Doman-based Status Report Evidence" graphic and uploaded it to the 2024-03-04 CIT Governing Panel Google Folder. Panel comments included the following:

- ****** recommended Panel members build in opportunities for conversations related to Status Reports that would address some of the feedback shared at the Mentor Forum.
- ****** saw the need to remind Mentors to include evidence of teacher growth in their reports.
- ****** encouraged Mentors to include examples of their efforts to address "developing" practice with Interns. "What have you tried?"
- ****** emphasized that those examples of what a Mentor is working on are especially important for documenting the effort to move an Intern from "ineffective" toward "effective."
- ****** asked that "Developing" ratings include the plan to get to "effective."
- ****** speculated that Mentors may have a fear of giving an "Effective" rating. The evidence they include often suggests effective practice, but they give a "Developing" rating. Mentors are either omitting the examples of "Developing" practice or hesitating to rate "Effective."
- ****** noticed inconsistency in the depth, detail, and quality of the reports and suggested that the exemplars should be used to encourage a higher standard for reports. Stefan added that the Panel, too, should refer to those exemplars before providing feedback.

Stefan shared a "DRAFT CIT INTERN STATUS REPORT Checklist for Mentors and CIT Panel" that might be used for this round of Status Reports and possibly integrated into existing Status Report Review forms.

Stefan will share Panel feedback with Mentors at the March 18th Mentor Forum.
Panel Members should comment on the Checklist items and make any suggestions for revision.

https://docs.google.com/document/d/1TJ4blB0j-1jQuR_dKJw9ZXM9zUCQx2o5/edit

Uncertainties Abound

Timeline for Transfer

Date	Event
November 3, 2023	Schools'/Programs' deadline for seeking Exempt school status
November 10, 2023	Exempt school review by OHC
November 10, 2023	Exempt school review by Superintendent
November 13, 2023	Exempt school review & agreement between RTA and District
November 15, 2023	Notify Chiefs and Principals of Exemption decisions
November 20, 2023	Open transfer process application
January 30, 2024	Teacher Transfer application closes
February 8, 2024	Ranking of teacher candidates by schools. Ends March 29th
April 10-26, 2024	Staffing Olympics (Staffing meetings with Principals)
May 7, 2024	Budget approval
May 8, 2024	Layoff, displacement and notification of rankings to principals
May 10, 2024	Principal/AP meetings with impacted staff and RTA
May 14, 15 & 17, 2024	Middle School Transfer Days (via Zoom)
May 20-26, 2024	Receivership Transfer Days
May 22-23, 2024	RAP Transfer Days (Paras on the 22nd, TAs on the 23rd)
May 22-26, 2024	Exempt Transfer Days
May 30, June 3,5,10, 2024	Teacher Transfer Days (Non-receivership)
June 12, 2024	Hotline for remaining non-receivership vacancies (21 Days)
July 2, 2024	New hire process and placement for remaining teachers

12

RCSD SCHOOLS BY ZONE BEGINNING FALL 2024

	South	Northeast	Northwest	Citywide
ELEMENTARY (PK-6)	4 12 16 19 23 35	8 9 22 28 33 45 46 50 52	5 7 17 34 42 54	15 25 53 58 No. 25 moves to 190 Reynolds St. No. 53 moves to Dr. Walter Cooper Campus
MIDDLE (7-8)	200 Genesee St.	Northwest Douglass Campus East Lower EPO Freddie Thomas Campus	Charlotte Campus Jefferson Campus	SOTA World of Inquiry
HIGH SCHOOL (9-12) ALL HS ARE CITYWIDE	East Upper EPO Edison New High School at the Franklin Campus Monroe Wilson Early College SOTA School Without Walls World of Inquiry			New School Moves to Dr. Alice Holloway-Young Campus

RECONFIGURATION FOOTPRINT

ROCHESTER CITY SCHOOL DISTRICT

ONERCSD

Challenges Abound
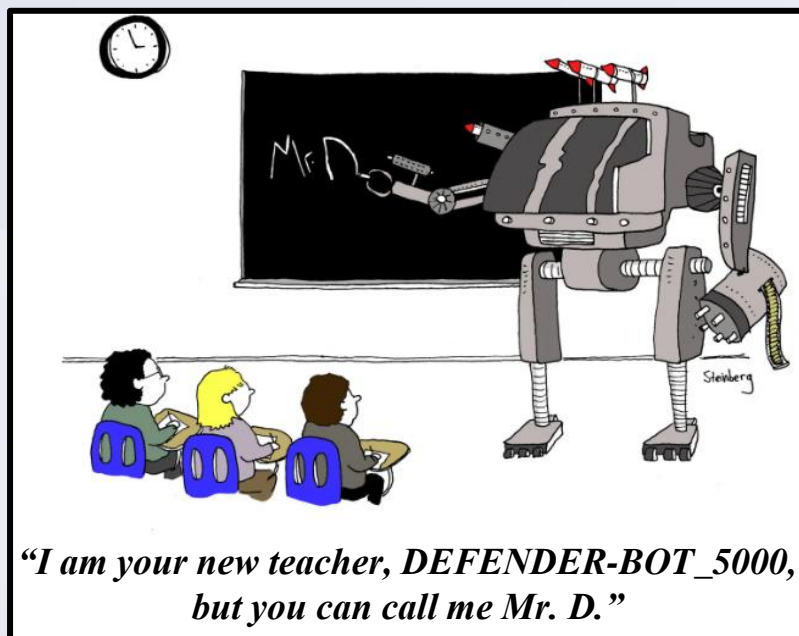
"I am your new teacher, DEFENDER-BOT_5000, but you can call me Mr. D."

"Remember how I've always had a hard time asking for help?"

For our CIT Interns, teaching/providing student services in the RCSD is like Charlie Brown because . . .

by Charles M. Schulz (Peanuts Worldwide/dist. by Andrews McMeel)

Try not to let uncertainty and challenges "eclipse" opportunities for "Rejuvenation"
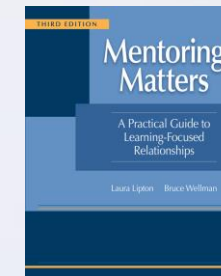
Bottom of page 15

Phases of First-Year Teachers' Attitude Toward Teaching
by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center

Anticipation

Anticipation

Survival

Reflection

Rejuvenation

Disillusionment

Aug Sept Oct Nov Dec Jan Feb Mar Apr May

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

Offering Support   Creating Cognitive Challenge   Facilitating Professional Vision

MARCH	PHASE	CONCERN
	Rejuvenation	Impact

- Reflect on a broad view of the curriculum to map progress; identify successes and challenges to date and anticipate upcoming units
- Continue to reflect on student performance data, explore cause-effect relationships, and strategize for different learning needs
- Check-in on readiness and any concerns regarding student files/records, parent conferences, test prep, etc.

APRIL	PHASE	CONCERN
	Rejuvenation moving to Reflection	Impact

- Apply the Reflecting Template to assess progress on your beginning teacher's professional growth plan
- Anticipate and support emotional and logistical needs regarding spring student testing
- Clarify details regarding end-of-year schedules, final evaluations, field trips, etc.

Taking Care of Ourselves:
CIT Slide and Self-care Info

Visit our training on "Structured Conversations" from March 2023.
www.rcsdk12.org/Page/58061

https://sharemylesson.com/community/vc2024

CIT Staff Development:

www.rcsdk12.org/CIT/StaffDevelopment

Multiple Choice:

Which model of mentoring best represents what we do in the CIT Program?

A

P ↔ BT
↕
M

P = Principal
BT = Beginning Teacher
M = Mentor/Coach
Figure 2.2.   Two-Way Communication

B

P ↔ BT
↓ ↗
M

P = Principal
BT = Beginning Teacher
M = Mentor/Coach
Figure 2.3.   The Silent Mentor

C

P ↔ BT
↕ ↗
M

P = Principal
BT = Beginning Teacher
M = Mentor/Coach
Figure 2.4.   Positive Reinforcement

D

P ↔ BT
↕ ↕
M

P = Principal
BT = Beginning Teacher
M = Mentor/Coach
Figure 2.5.   Full Communication
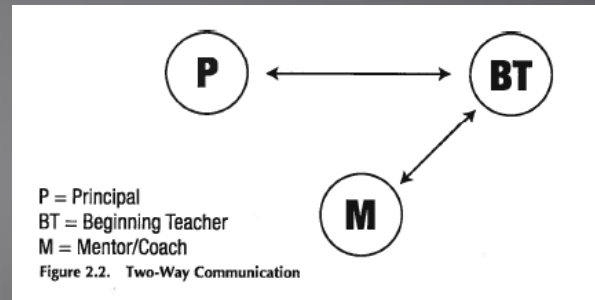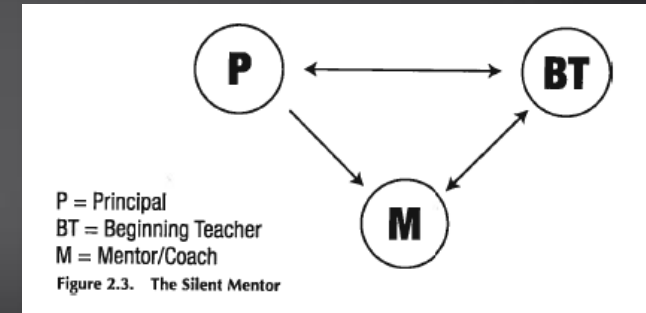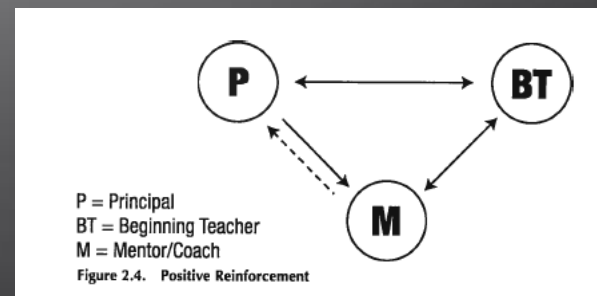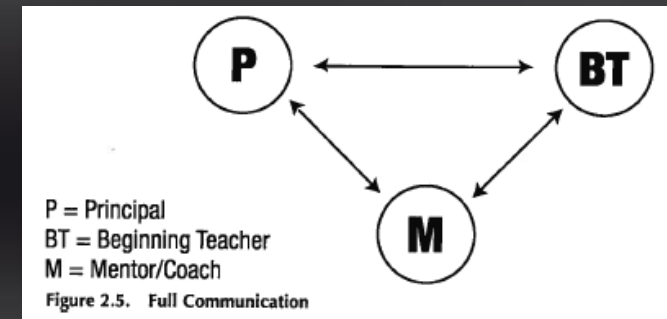
Working with Administrators

- Introduce yourself immediately to your intern's principal. Find out who is responsible for the intern's evaluation and make contact with that administrator as well.
- Check in monthly with your intern's administrator to share positive news and to inquire if there are any areas of concern. Many problems and misunderstandings can be avoided by keeping lines of communication open.
- Do not share information or concerns with the administrator without informing your intern.
- You must preserve the confidentiality of the mentor–intern relationship in your dealings with administration.
- Take every opportunity to coach your intern in dealing with administrators. Don't take it upon yourself to solve any problems without your intern's participation.
- Call Stefan when a problem arises with an administrator (or when a problem is anticipated).
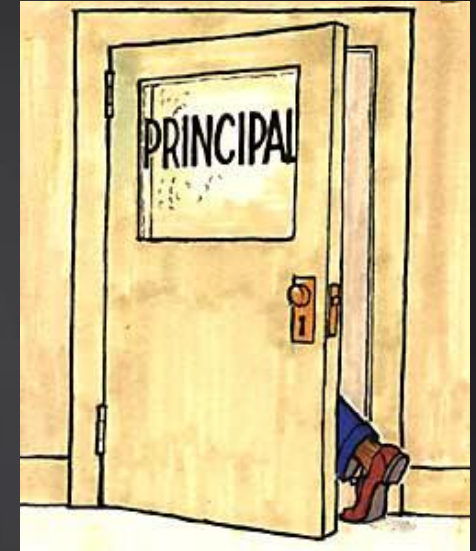
Mentor–Intern–Administrator Scenarios

The vast majority of our Mentor interactions with Administrators are respectful and constructive.
But sometimes . . .

Mentor-Administrator Scenarios

We may use your submissions on this form to help us with our planning of Monday's Mentor Forum on March 18th via Microsoft Teams. Please do not use names (the Intern, the assistant principal, the co-teacher, the student, etc.). Your brief description of a Mentor-Administrator challenge might be used as an example to spark discussion, or it may simply help us prioritize, structure, or guide the conversations. Thank you!

Some challenges you might be encountering

Challenges to Mentor-Intern Confidentiality

Expectations that you will "fix" the Intern

The Absentee Administrator

Administrator-Intern Conflict

Administrator-Mentor Disagreement

Administrator Targeting the Intern

Mentor-Intern-Administrator Scenarios

Please review the Breakout Room Instructions here: **Breakout Room Instructions #1**

Take one minute to get acquainted. Then …

1. **Read over the scenarios, and also
   think about challenges that as a Mentor you have encountered with Administrators.**

2. **Come to consensus about one or two scenarios to discuss in your Breakout Room (can be one that is listed, or one provided by a mentor in the Breakout Room).
   Select additional scenarios to discuss if you have time.**

3. **Identify the core issues in each scenario and discuss how a Mentor might address those issues.**

4. **Generate sentence stems that Mentors might use if faced with this scenario, and add them to our CIT Mentor Padlet:** https://rcsdk12.padlet.org/1266650/CITMENTORADMIN.

   ➢ **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.**

SHARE THE AIR

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'.

Mentor–Intern–Administrator Scenarios

The vast majority of our Mentor interactions with Administrators are respectful and constructive.

When they don't, and when we are "in the moment," . . .

Check out the Padlet an Take a Break!

Visit the CIT Mentor-Admin Scenarios Padlet.
"Like" (💙) postings that you feel are valuable, and
Add Comments with additional concrete actions or insights!

Back at 5:27 PM
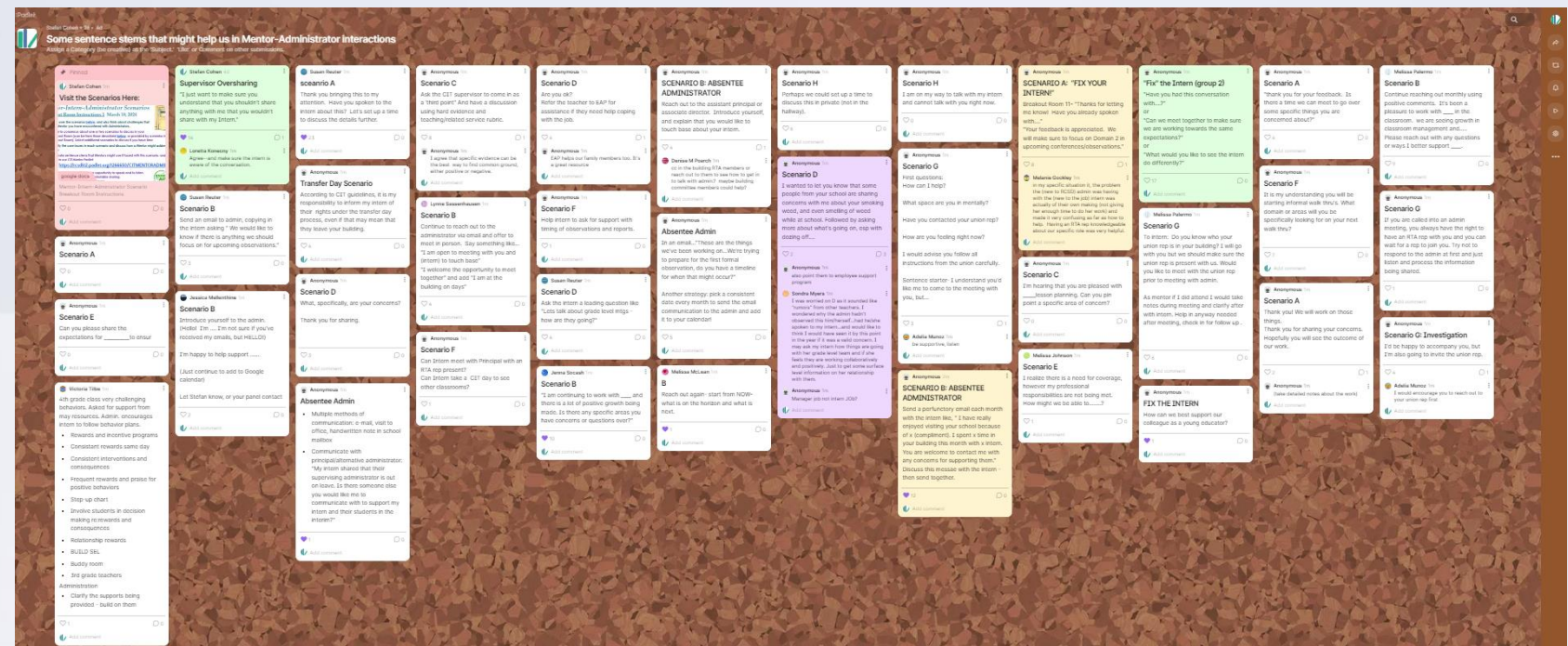
General Notes…

GENERAL NOTES on Mentor-Admin situations:

- **The vast majority of our Mentor interactions with are respectful, constructive.**
- Very important to make the monthly contact/email to Admin to keep communications open.
- Don't do anything that, if your Intern found out about it, would make your Intern feel that you betrayed your Intern's trust.
- Share with the Intern that you will be communicating with the Admin; share the reason, the limitations, and the content of any additional communication with Admin.
- Avoid discussing Admin with your Intern via email or text.
- Try to include Interns in meeting with Admin if at all possible. Your first role in those settings is as a listener, maybe taking notes when appropriate.
- Focus on the legitimate classroom practice issue raised by Admin. Don't try to strategize how to "satisfy" the Admin. Meet the student or instructional need.

Full document here: NOTES and TIPS FOR THE Mentor-Intern-Administrator Scenarios

When the Admin …

When Admin tells you to "fix" the Intern:

- Avoid "Defending" the Intern.
- "Thank you for sharing this. I will address it with [the Intern]."
- "Have you shared this concern with [the Intern]?

When Admin asks you to share information.

- "I am required to maintain confidentiality in my work with my Intern."
- "I am obligated to address any concerns you share with my Intern, but I also must preserve confidentiality with my Intern."

Full document here: <u>NOTES and TIPS FOR THE Mentor-Intern-Administrator Scenarios</u>

When the Admin . . .

When Admin wants to share information with you "off the record," not to be shared with your Intern:
- Remind Admin (immediately!) that anything shared with you must be shared with your Intern.
- If something is shared with you inappropriately, the goal should be to restore full transparency. If unsure, consult with the Director or an experienced mentor colleague.

When Admin should tell Intern directly:
- "Have you shared this with [the Intern]?"
- "You may wish to share this directly with [the Intern]."
- "It would be helpful for you to share this with [the Intern]. It would be valuable for [the Intern] to hear it from you."
- "It would be more appropriate for you to share that directly with [the Intern]."
- "I would be happy to sit with you and [the Intern] to discuss this further."

Full document here: NOTES and TIPS FOR THE Mentor-Intern-Administrator Scenarios

When the Admin . . .

When Admin addresses issues that may not be appropriate (interpersonal, social, "fitting in"):

- "Do you feel this is affecting the Intern's performance in the classroom? How so? I can focus on that."
- "I can address any concerns related to classroom performance or work with students."

When to get RTA involved:

- Contract issue, building safety, conditions issue, discipline/evaluation issue.
- Keep "intern" out of "line of fire."
- Never discourage Intern from contacting RTA. Try to avoid Intern being the "lightning rod."

Some ideas for proactive communication with Admin:

- Again, very important to make the monthly contact/email to Admin to keep communications open.
- In monthly email, using "we" and "us" to frame interactions.
- Be clear that in order to meet your obligation to maintain trust and confidentiality with your Intern, anything the Admin shares must be shared with the Intern.

Full document here: [NOTES and TIPS FOR THE Mentor-Intern-Administrator Scenarios](#)

When the Admin . . .

When dealing with Admin, we will not always react "perfectly" in the moment …

- Understand the Stress Response.
- Hindsight/Regret/Self-incrimination is less important than Reflection.
- You have earned some Grace. You're human.
- It may be necessary to repair a breach of confidentiality. Reach out for help with this when needed.

Full document here: NOTES and TIPS FOR THE Mentor-Intern-Administrator Scenarios

Breakout Room Topics – Round Two
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?

Full Breakout Room Instructions_03.18.2024

- 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

Visit your insights on some of these topics on pp. 12-13 of the January Forum Evaluation here:
www.rcsdk12.org/Page/58855

Breakout Room Problem Solving
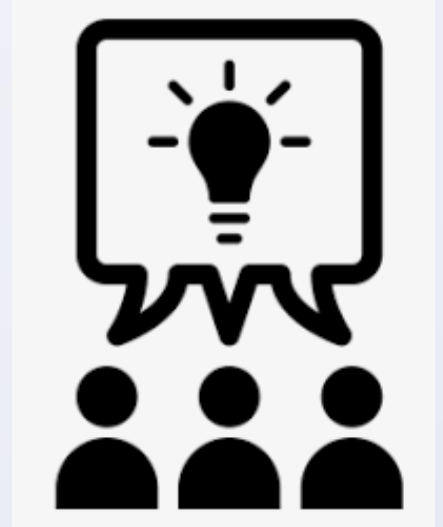
Please . . .

- **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.

May Mentor Forum **in Person**
May 20, 2024, 4:00–7:00 pm
at Temple B'rith Kodesh,2131 Elmwood Avenue
Wrap-up, Interns of the Year& Dinner! (Thanks, RTA!)

Thanks for enduring Mentor March Madness!

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