

# Welcome to our CIT March Mentor Forum

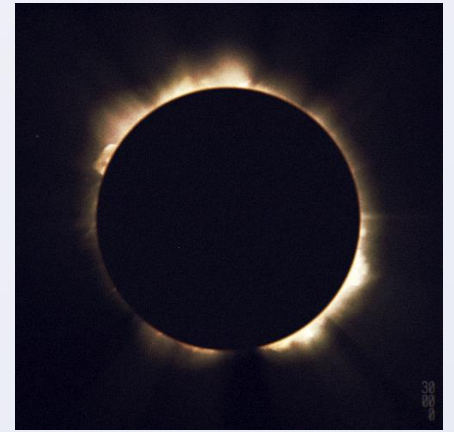
## March 18, 2024 (last one before the Eclipse)

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

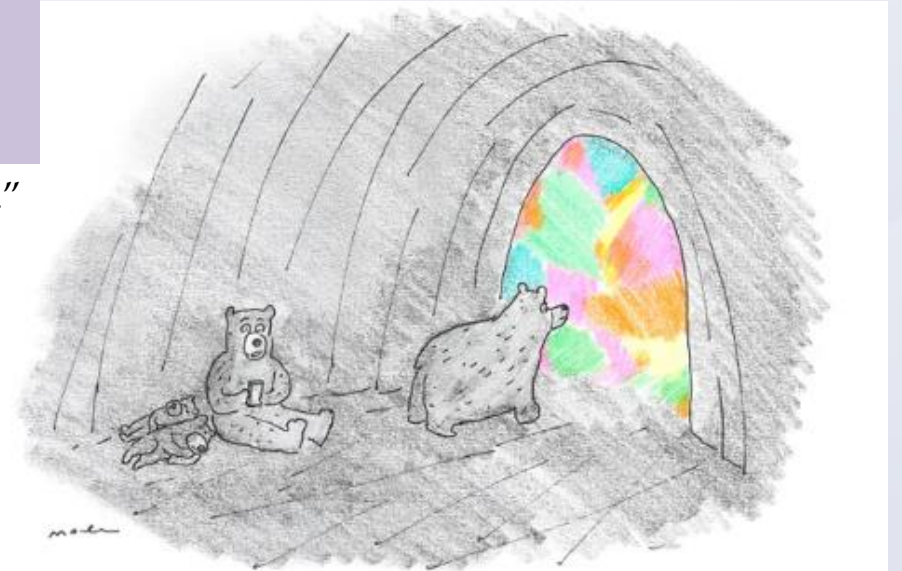
*We will share the responses (with names removed) after today's meeting.*

\*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](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](mailto:Anna.Leone-Tobar@rcsdk12.org) .



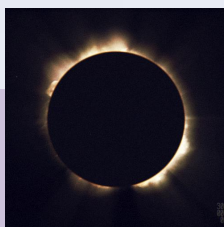
[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)



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

## Tentative March 18<sup>th</sup> 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



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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.*



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**[Anna.Leone-Tobar@rcsdk12.org](mailto:Anna.Leone-Tobar@rcsdk12.org) .**

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

Resigned: 24

Completed: 28



Rochester City School District, Rochester, NY  
Career in Teaching (CIT) Program  
**Mentor Handbook**  
2019-2020



**Career in Teaching**  
 Stefan Cohen, Director  
[www.rcadk12.org/CTE](http://www.rcadk12.org/CTE)  
 885-262-8541

- *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](http://www.rcsdk12.org/CIT/Resources)

 <b>Paperwork Checklist for CIP Monitor Supporting Interns</b> 		
Month	Task	
August September	Complete or update <a href="#">CIP Monitor Data Source Form</a> Review/Complete <a href="#">CIP Monitor Data Source Form</a> with intern after the meeting.	
	Complete <a href="#">CIP Monitor Data Source Form</a> for each teacher you support.	
	Complete <a href="#">CIP or CIP Intern Self-Assessment</a> (not submitted)	
	Track contacts, make notes in <a href="#">Monitor log</a> (not submitted) <a href="#">ongoing</a>	
	Provide written feedback with <a href="#">CIP Collaborative Monitor Intern Feedback Form</a> (share with intern) <a href="#">ongoing</a>	
September October	Initiate contact to inform administration <a href="#">contact meeting</a> Initiate contact to inform administrator <a href="#">contact meeting</a> Enter <a href="#">CIP Sample Classroom Monitor Calendar</a> <a href="#">update monthly</a>	
	High school: Track contacts, take notes, collect evidence in <a href="#">Monitor log</a> Provide written feedback with <a href="#">CIP Collaborative Feedback Form</a> Contact CIP staff at intern's workplace Complete <a href="#">CIP Sample Classroom Monitor Calendar</a> if necessary, if needed	
	Complete <a href="#">CIP Sample Classroom Monitor Calendar</a> <a href="#">monthly</a> Contact intern's administration <a href="#">update monthly</a>	
	Review <a href="#">CIP Sample Classroom Monitor Calendar</a> <a href="#">for each intern</a> <a href="#">update monthly</a> (share of classroom monitor form)	
	When complete <a href="#">update, based on Monitor</a> Share <a href="#">CIP Monitor</a> with intern (share of classroom monitor form)	
October November	Send to CIP Form (Share with intern) <a href="#">Share with intern</a> (share with intern)	
	Complete <a href="#">CIP Sample Classroom Monitor Calendar</a> (update monthly)	
	Review <a href="#">CIP Sample Classroom Monitor Calendar</a> (update monthly)	
	When complete <a href="#">update, based on Monitor</a> Share <a href="#">CIP Monitor</a> with intern (share of classroom monitor form)	
	Send to CIP Form (Share with intern) <a href="#">Share with intern</a> (share with intern)	
December March	Complete <a href="#">CIP Sample Classroom Monitor Calendar</a> (update monthly)	
	Review <a href="#">CIP Sample Classroom Monitor Calendar</a> (update monthly)	
	When complete <a href="#">update, based on Monitor</a> Share <a href="#">CIP Monitor</a> with intern (share of classroom monitor form)	
	Send to CIP Form (Share with intern) <a href="#">Share with intern</a> (share with intern)	
	Complete <a href="#">CIP Sample Classroom Monitor Calendar</a> (update monthly)	
April May	High school: Complete <a href="#">CIP Sample Classroom Monitor Calendar</a> (update monthly)	
	When complete <a href="#">update, based on Monitor</a> Share <a href="#">CIP Monitor</a> with intern (share of classroom monitor form)	
	Send to CIP Form (Share with intern) <a href="#">Share with intern</a> (share with intern)	
	Complete <a href="#">CIP Sample Classroom Monitor Calendar</a> (update monthly)	
	Review <a href="#">CIP Sample Classroom Monitor Calendar</a> (update monthly)	

Forms and other Resources at [www.cip2010.org/CIPResources](http://www.cip2010.org/CIPResources)

CIP Monitor Checklist Page 10/12



## Career in Teaching

### Lead Teacher-Mentor Peer Observation Reflection

*(To be completed by either observing mentor colleague conferencing with mentee/Principal/Supervisor)*

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**Lead Teacher-Mentor observing and completing this reflection:** \_\_\_\_\_

**Lead Teacher-Mentor being observed in conference:** \_\_\_\_\_

**Intern or Professional Support Teacher being observed in conference:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Place of Observation:** \_\_\_\_\_

**Activities Observed (check all that apply to each):**

<input type="checkbox"/> Mentor/mentor pre-conference	<input type="checkbox"/> Mentor observing lesson
<input type="checkbox"/> Mentor/mentor post-conference	<input type="checkbox"/> Mentor Administrator
<input type="checkbox"/> Observed conference/lesson with intern	<input type="checkbox"/> Observed conference with building administrator
<input type="checkbox"/> Other (specify): _____	

**Notes/Reflection:**

**1. What was effective about the Mentor/Intern conference you observed?**

**2. What strategies/questions/approaches did you observe that you might consider using in your own mentoring work?**

**3. Any additional comments:**

**Observer's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Mentor/Intern Observed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Did the two Mentors/Interns are opportunity to discuss the observation/feedback? (Yes/No)** \_\_\_\_\_

**If "Yes," please note any additional insights from this discussion.**

**Lead Teacher/Mentor will attach a written response to this form. Please send copy of signed form to the CE Office.**

(CE Lead Teacher-Mentor Peer Observation Reflection Form - approved by CE Panel, August 2005)

# 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



Tip

Navigation:  
Spacebar

Desktop users can pan the template quickly by holding down the spacebar.



Tip

Before ideation:  
Use the timer

To keep track of time-bound activities during the meeting, make use of the timer to ensure you stay on schedule.

What are some of the characteristics in these samples that make them valuable (for Interns and for the CIT Panel)?

Specific evidence	the amount of evidence for each domain
Positive language	Observations made in particular domains are tied to specific examples recorded by the mentor.
mentor identified strategies to support intern, but did intern use the strategies?	Connecting evidence to its purpose, for example "Joe did X, y and Z which increased student engagement"
The reports that shared were incredibly specific, incorporating lots of evidence	Many examples with specific details
a list for further criteria to be successful	clear and detailed examples
specific examples of what's valuable, what needs work. Also, having a conversation about the components of the Danielson rubric. Preparation for eventual conversation with supervisors.	the amount of evaluative vocabulary is concise

How might feedback on your Intern Status Reports be most helpful to you?  
(What aspects of your reports do you want to hear about? In what format? What is important for your Panel Contact to review in your reports?)

acknowledgement that it was done right	To see the language	I think the most helpful piece would be to have all PC be on the same page about what is being looked for with reports. In 4 years I've had various feedback on my reports that I have written the same way each year. Some PC use it and others don't. Feedback is inconsistent.
ideas for next steps	Feedback on areas that had strong examples and supported interns score. Also include areas that could use improvement and tell specifically what should be included or to look for in the future.	Notes incorporated from observations are used to illustrate a mentor's observations/feedback/findings.
examples, suggestions, list of questions that I should answer like the slide shown earlier	Having the status report have more domain breakdowns (checklist format) instead of a space for evidence would make it easier and easier for intern to digest and refer back to!	Specific examples connected to feedback including expectations
wordsmithing suggestions when interns are struggling/identifying where intern is struggling and offer advice to improve	by using those examples to create goals	Specific feedback instead of general comments on how to improve would be helpful
-too much info provided or not enough?	Specific suggestions on next steps, questions to ask, strategies to try with our intern based on our report	

### Intern Status Report Tips & Tricks to Share

Keep copious notes in each Danielson Domain to make it easier to make sure that you had enough documentation for each area.	Take detailed notes during observations. Respect the process and include these details in your status reports. Tie your notes to specific domains.	Review your observation notes and code them by Danielson domain areas, to organize report--> write status report it's easier to find all things to include in each domain	Look over intern feedback forms and use to help with the report. Also, reference specific areas in Danielson Rubric
have the rubric sitting next to you when you write up your report	the list of questions on that one particular slide telling us what CIT is looking for us to answer	status report (open, copy and paste evidence from observation notes, then sort into the categories. Four panels to sort "what's working" and "what's not working" status report filled in from hand written notes - check the domain as you're making observation notes	Google calendar updated regularly, keeping prior reports for wording; adding notes onto status report form as you go
keep everything you do, don't throw away, even with google drive folders - will we have access to our reports later? maybe print these out since we're not actually the owners of the docs.		like the examples on the CIT website on how to write specific things in the status reports.	
take pictures to include visual evidence, helps in domains where there is overlap - "see pic. from domain 1"			

Possible CIT Intern Status Report Checklist for Mentors and Panel

# CIT Intern Status Reports

- Thank you!
- CIT Panel Feedback
- Issues with Drafts in CIT Department Google Drive
- Paperwork Update Coming Soon

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



## 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 8<sup>th</sup> 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 18<sup>th</sup> Mentor Forum.  
Panel Members should comment on the Checklist items and make any suggestions for revision.*

[https://docs.google.com/document/d/1TJ4bIB0j-1jQuR\\_dKJw9ZXM9zUCQx2o5/edit](https://docs.google.com/document/d/1TJ4bIB0j-1jQuR_dKJw9ZXM9zUCQx2o5/edit)



# Uncertainties Abound

Please find the *tentative dates* for transfer season including the timeframe in which we will meet with principals, chiefs and directors (Zoom) about 24-25 staffing. All dates are subject to change. Please look for a more comprehensive and detailed outline of this timeline in your Weekly Principals email publication, forthcoming.

## Timeline for Transfer

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 29 <sup>th</sup>
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 22 <sup>nd</sup> , TAs on the 23 <sup>rd</sup> )
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

### RCSD SCHOOLS BY ZONE BEGINNING FALL 2024

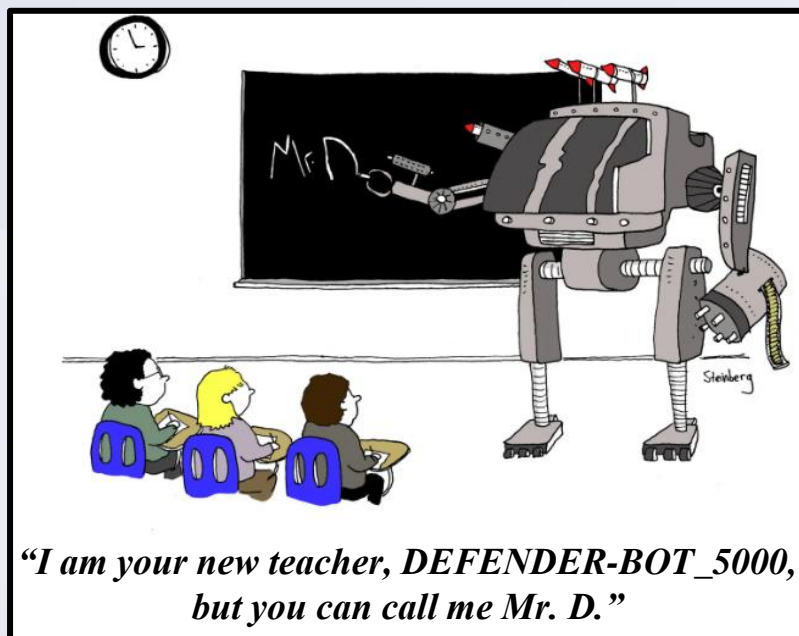
	South	Northeast	Northwest	Citywide
ELEMENTARY (PK-6)	4 19 12 23 16 35	8 28 9 33 22 45 46 50 52	5 34 7 42 17 54	15 53 25 58 No. 25 moves to 190 Reynolds St. No. 53 moves to Dr. Walter Cooper Campus
MIDDLE (7-8)	200 Genesee St.	Northwest Douglass Campus East Lower EPO Freddie Thomas Campus	Charlotte Campus 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



# Challenges Abound



*"I am your new teacher, DEFENDER-BOT\_5000,  
but you can call me Mr. D."*

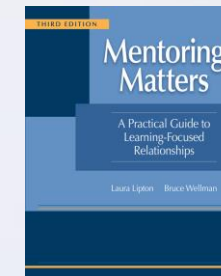


For our CIT Interns,  
teaching/providing student services in the RCSD is  
like Charlie Brown because . . .



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



**Taking Care of Ourselves:**  
[CIT Slide and Self-care Info](#)

### 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



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.

**Visit our training on  
“Structured Conversations”  
from March 2023.**  
[www.rcsdk12.org/Page/58061](http://www.rcsdk12.org/Page/58061)

# Virtual Conference **2024**



sharemy  
lesson

**Register Now: March 19-21**  
**35+ Free, For-Credit Webinars**

Sponsored By



<https://sharemylesson.com/community/vc2024>



# CIT Staff Development:

[www.rcsdk12.org/CIT/StaffDevelopment](http://www.rcsdk12.org/CIT/StaffDevelopment)



**Rochester City School District**

Select a School ▼ Translate ▼ District Home How d

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

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

## Career In Teaching (CIT) Program

- + Overview
- ➔ 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
  - ➔ CRT and the Brain

### Find the current CIT professional learning offerings here:

**FOR MENTORS:**  
[CIT Mentor Forum Schedule & CIT Mentor Forum Session Materials](#)

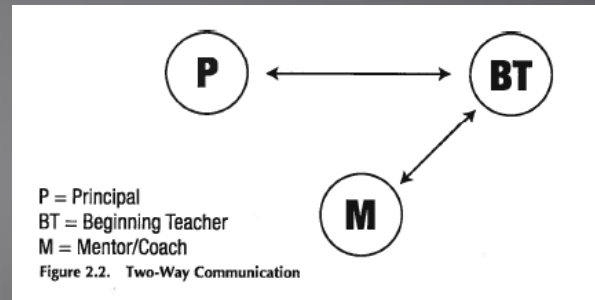
**FOR INTERNS & PROFESSIONAL SUPPORT:**  
[Slides, Materials, Links from 2023 New Educator Orientation](#)  
[RTA Professional Learning for CIT Interns](#)  
[IT Professional Learning in September](#)  
[CIT Recommended School-Year Professional Development](#)  
[AFT ShareMyLesson Virtual Conference May 19-21](#)

**OTHER PROFESSIONAL LEARNING OPPORTUNITIES:**  
[Office of Professional Learning Winter-Spring Catalog](#)  
[Nazareth Black Lives Matter at School Conference](#)  
[RCSD Wellness Symposium Feb 10](#)  
[Rochester Teacher Center Offerings](#)  
[IT Department RCSD Learns Google Site](#)  
[Memorial Art Gallery - Especially for Educators](#)  
[ELA PD and Testing Information](#)  
[Instructional Technology Tutorials and Office Hours](#)  
[Instructional Technology TechX Newsletter](#)  
[Roc Restorative & Roc Restorative PD](#)  
[TrueNorthLogic](#)

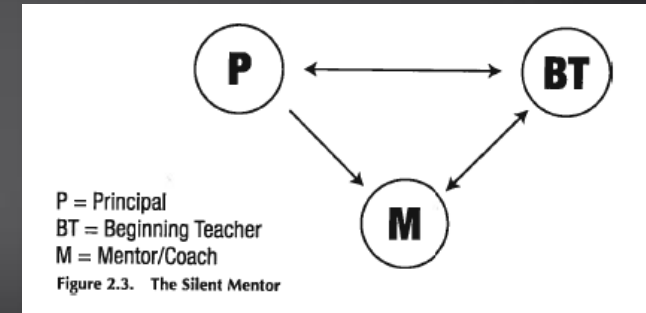
Multiple Choice:

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

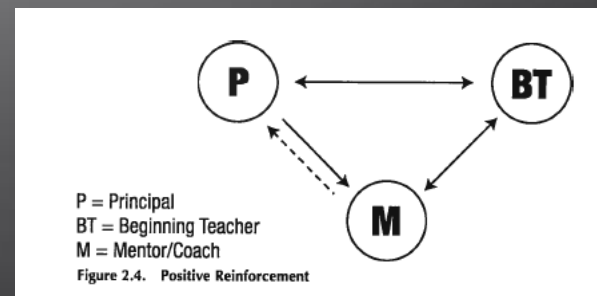
A



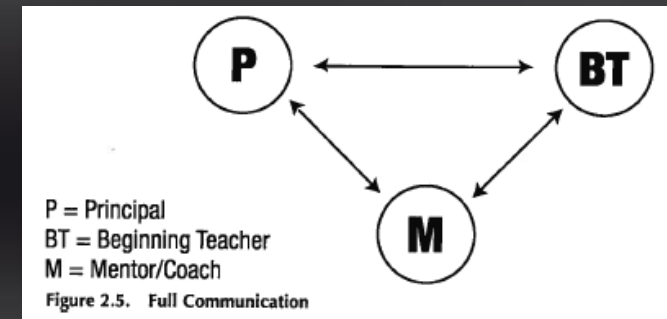
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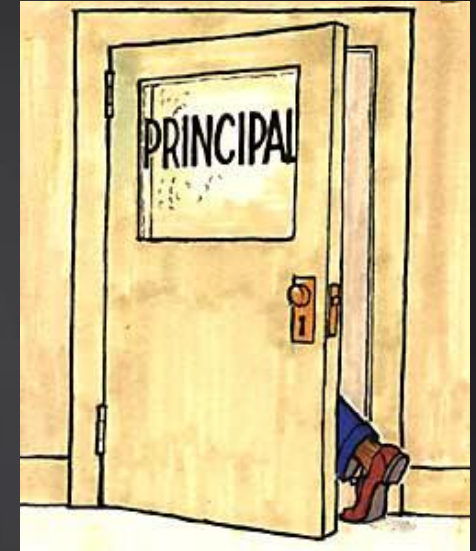


D



# 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!



SMARTboard  
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.



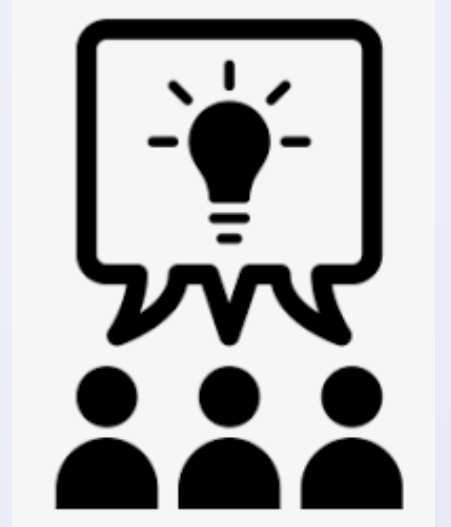


# Brief Discussion Debrief

How was the discussion process for you?

Did you gain some helpful ideas?

Any themes emerge? Any surprises?



**Please “raise your hand”  
or drop your comments into the ‘Chat’.**



**Raise Hand**

# 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," . . .

## The Stress Response

### Fight

- Argue
- Hit
- Scream

### Flight

- Run
- Avoid
- Hide

### Freeze

- Speechless
- Disassociate
- Shock

### Fawn

- Flatter
- Laugh
- Excuse

## Understanding the Stress Response

Allows you to **respond** rather than **react**.



Promotes **empathy** for yourself and others

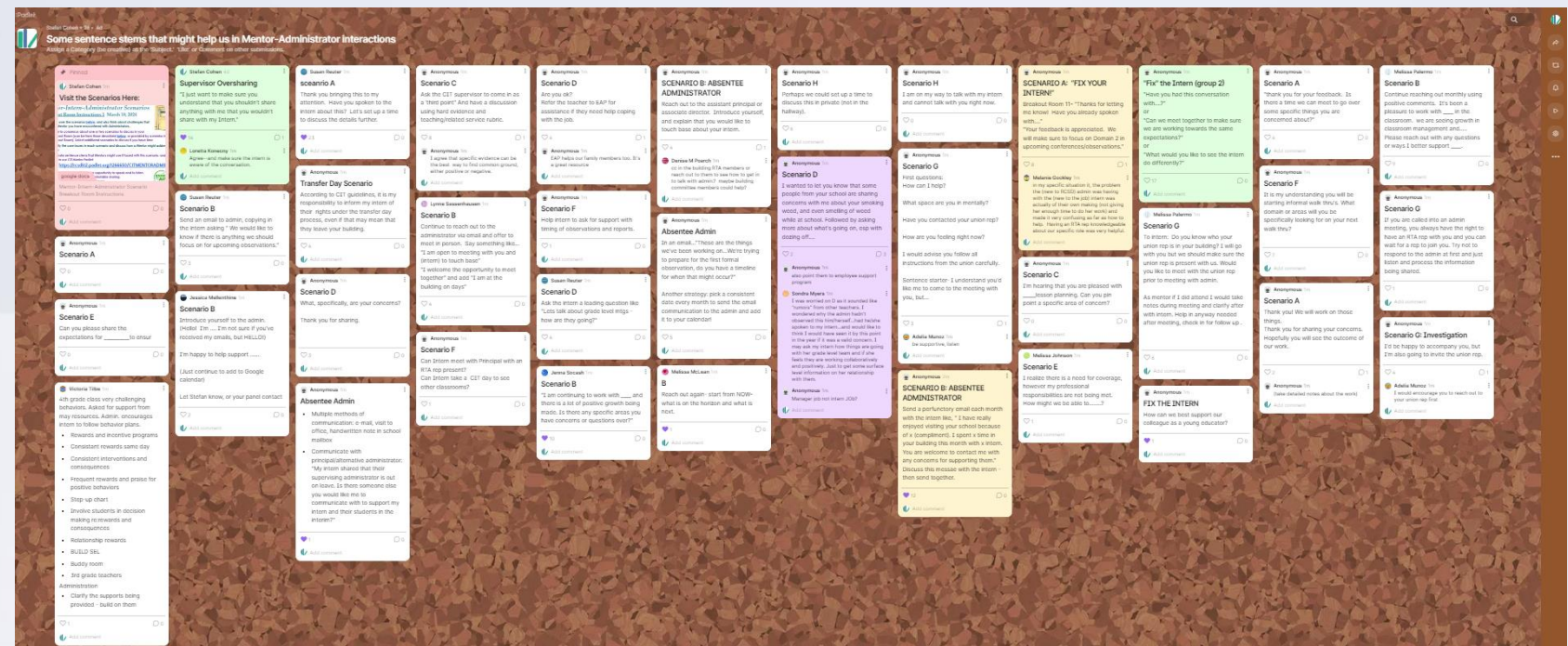


# Check out the Padlet an Take a Break!

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

# 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.

## The Stress Response

### Fight

- Argue
- Hit
- Scream

### Flight

- Run
- Avoid
- Hide

### Freeze

- Speechless
- Disassociate
- Shock

### Fawn

- Flatter
- Laugh
- Excuse

## Understanding the Stress Response

Allows you to **respond** rather than **react**.



Promotes **empathy** for yourself and others



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?
- 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

[Full Breakout Room Instructions 03.18.2024](#)

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



# Breakout Room Problem Solving

Please . . .



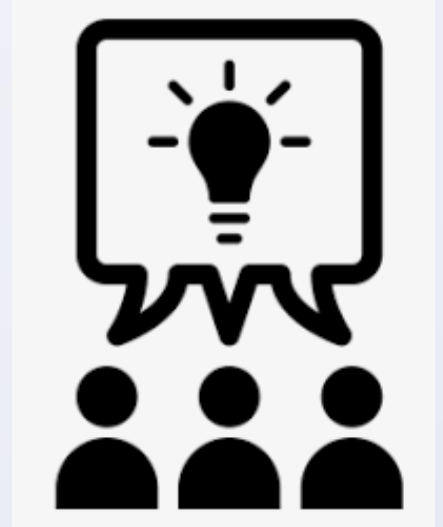
- Take one minute to make brief introductions.
- Poll each Mentor in the Breakout room about a topic/challenge they most want to address (relevant to Mentoring and to the Mentors in that Breakout Room).
- Be sure to give everyone an opportunity to speak and to listen.
- Only share what you feel comfortable 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.

