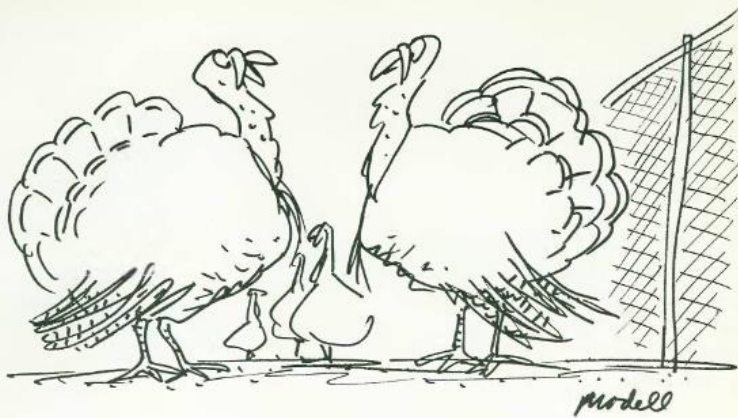


Giving Thanks for our CIT Mentor Forum

November 20, 2023



"Well, at least the worst is behind us."

Your Intern will be grateful to know . . .

You've had a very tough day in your classroom or with students. In one sentence (not a run-on), what do you say to yourself and/or do to get beyond it and back into a positive frame of mind for the next day?

Type your one sentence into the Chat.

Tech issues during this Microsoft Teams meeting?
Please email Anna.Leone-Tobar@rcsdk12.org .

Giving Thanks for our CIT Mentor Forum

November 20, 2023

TODAY'S AGENDA:

- Interns will be Grateful for Your Advice
- Supporting Each Other: Breakout Room Discussions & Problem-Solving
- Frequently Asked Questions
- Fun with the CIT Dept Google Drive
- How'd we do? How can we do it better? Insights from 2023 CIT Program Evaluation Survey with Goal-Setting
- FSA Enrollment, PD, Facing the Future, & How to Evaluate Administrators
- Survey says . . . Cranberry Sauce!

Your Intern will be grateful to know . . .

You've had a very tough day in your classroom or with students. In one sentence (not a run-on), what do you say to yourself and/or do to get beyond it and back into a positive frame of mind for the next day?

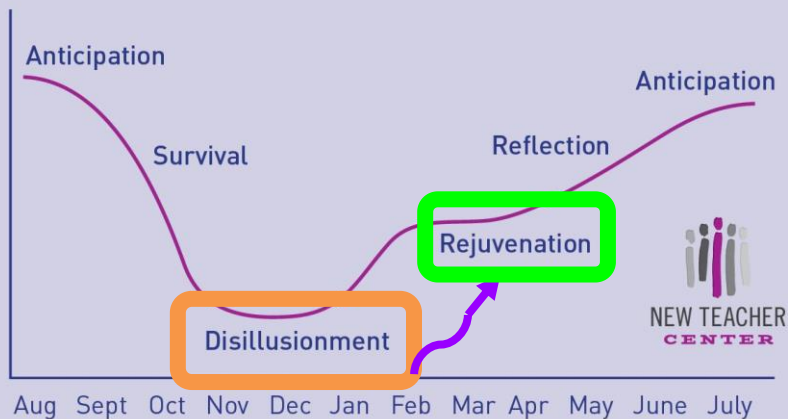
Type your one sentence into the Chat.

Tech issues during this Microsoft Teams meeting?
Please email Anna.Leone-Tobar@rcsdk12.org .

'Tis the Season for Thanksgiving & Disillusionment

Phases of First-Year Teachers' Attitude Toward Teaching

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



How to Shake the 'October Blues' and Rediscover the Joy in Teaching

Teachers share their tips for getting through a rough patch

By [Madeline Will](#) — October 03, 2022 6 min read



1. Keep some perspective and know that you're not alone.
2. Take some time during the weekends to think strategically about one thing that can make a difference the following week.
3. Make sure you're getting enough sleep.
4. Shake up your routine.
5. Set boundaries, stick to them.
6. Focus on the joy of learning.
7. Collaborate with your colleagues.
8. Embrace humor.
9. 'Remember your why'

<https://www.edweek.org/teaching-learning/how-to-shake-the-october-blues-and-rediscover-the-joy-in-teaching/2022/10>

Taking Care of Ourselves

NY Times: The Learning Network

Pieces of Advice From Educators on How to Survive This Challenging Time: Taking Care of Yourself

- Set boundaries around work
- Do things you enjoy
- Connect with your educator community
- Step back and think about the big picture

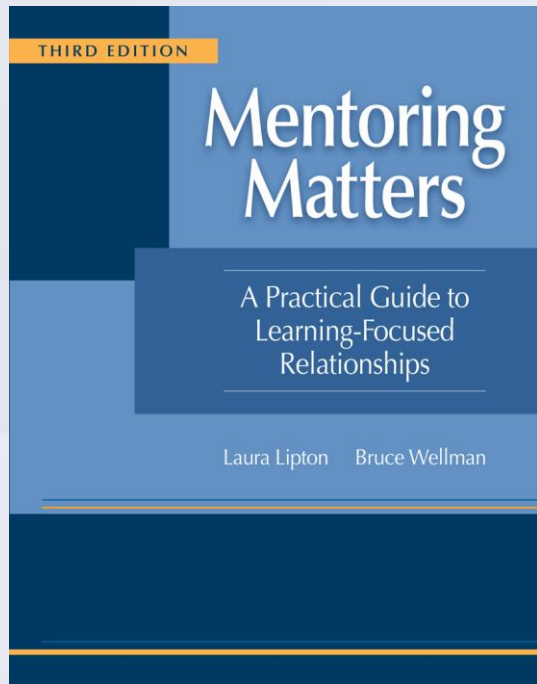
<https://www.nytimes.com/2021/12/14/learning/48-pieces-of-advice-from-educators-on-how-to-survive-this-challenging-time.html#link-5943fe1n>

From 2020-2021, SUGGESTIONS INCLUDED...

- Talk openly about mental health issues, including your own.
- Learn to spot early signs of mental health struggles.
- Create ongoing systems of support.
- Build a culture of check-ins.

Mentoring Matters p. 14

(Lipton, Wellman)



OCTOBER

PHASE	CONCERN
Survival	Self

- Collaborate on strategies for time management and planning upcoming instructional units
- Review teaching videos and discuss strategies/applications
- Facilitate a Beginning Teacher Support Group Meeting*
- Apply the Reflecting Template (See Section 2: Structured Conversations: Maximizing Time and Attention) for a learning-focused conversation on student progress
- Emphasize relationship building with students and create assessment tools to monitor

NOVEMBER

PHASE	CONCERN
Disillusionment	Task (Management)

- Create some Lively Lifelines*
- Encourage contact and activities with colleagues
- Discuss impact of student extracurricular activities
- Co-design formative assessments for student motivation
- Offer an Idea Bank of time and task management strategies
- Schedule a Problem Solving Partnership meeting*

DECEMBER

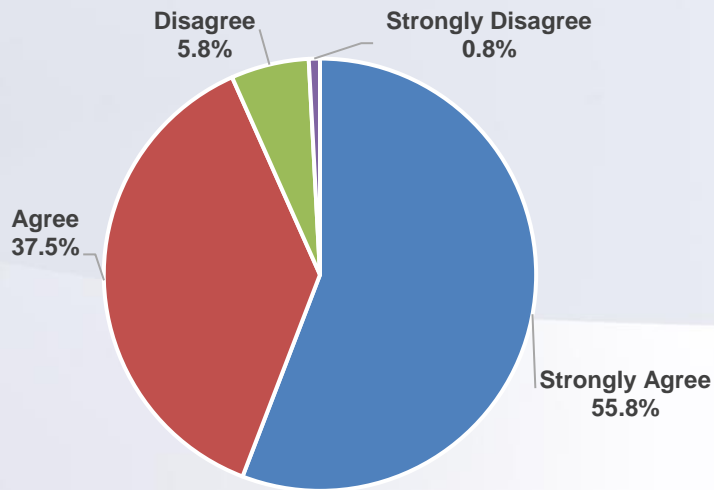
PHASE	CONCERN
Disillusionment	Task (Management)

- Acknowledge feelings of disillusionment and assist in determining priorities
- Analyze data on curricular implementation and student progress
- Use the Planning Template (See Section 2: Structured Conversations: Maximizing Time and Attention) to prepare for end-of-course exams, grades, and report cards
- Clarify goals for second semester
- Celebrate Success

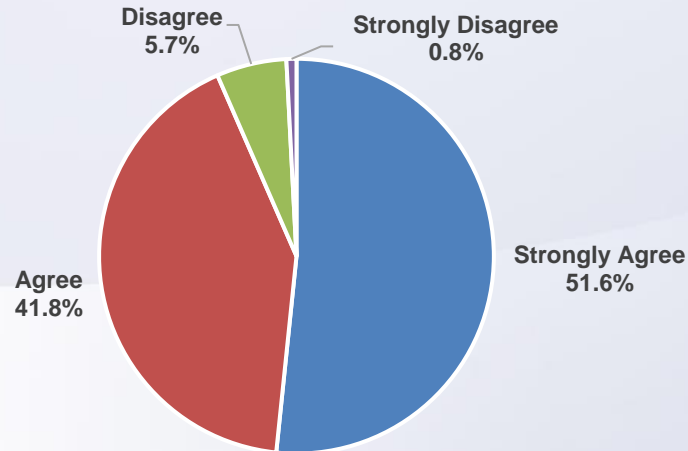
Today's Breakout Rooms

by grade-level/subject/special area

I enjoyed the sharing of wisdom with new Mentors in the Breakout Rooms.



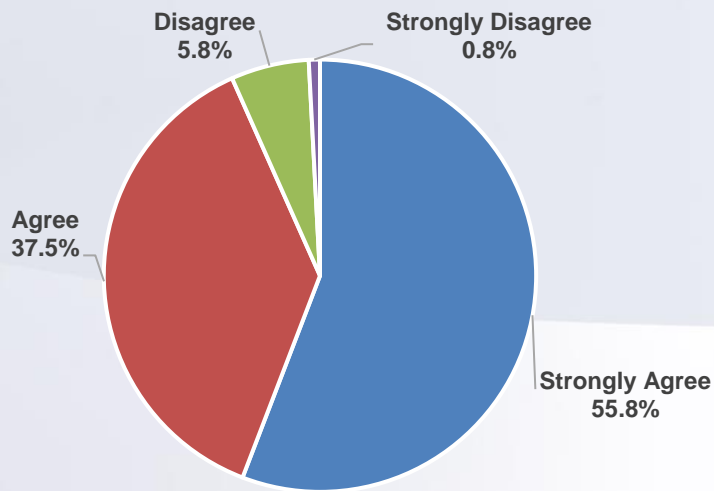
The discussion in the Breakout Rooms was relevant and produced valuable insights for my mentoring work.



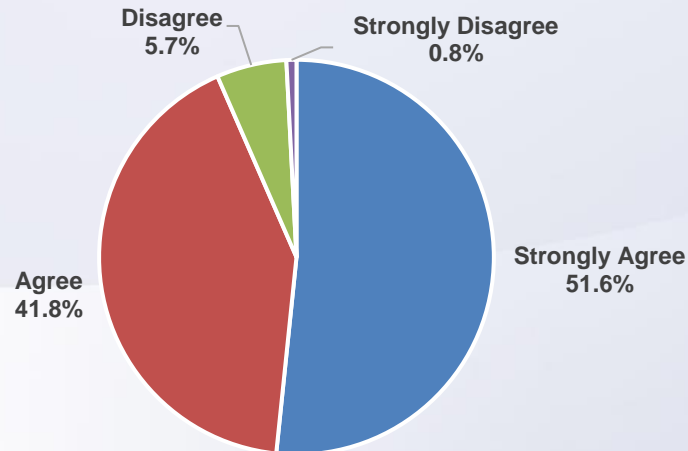
Today's Breakout Rooms

by grade-level/subject/special area

I enjoyed the sharing of wisdom with new Mentors in the Breakout Rooms.



The discussion in the Breakout Rooms was relevant and produced valuable insights for my mentoring work.



From September 18, 2023 CIT Mentor Forum Evaluation survey

Getting the Most out of Our Discussion

“What did you feel were the strengths of this Mentor Forum session?”

“Having time in small groups with new mentors to pick each others' brains”

“Talking to other mentors and having time to discuss our experiences and challenges.”

“Ability to talk with brand new mentors and experienced mentors.”

“Sharing expertise and voicing concerns in a confidential, collegial manner.”

“I liked the break out rooms where we could speak to other mentors.”

“The time that we were able to talk with other mentors in breakout room sessions.”

“. . . always nice to meet with other mentors to make myself feel ‘normal’ with things.”

“Break out discussions are always great.”

“Break-out rooms are always great to hear other's experiences.”

“Break Out rooms to have time to discuss how things are going, it is always helpful to get tips from other mentors.”

“Having breakout rooms to meet with other mentors and ask specific questions.”

“I do really appreciate time to interact with other mentors just sharing our experiences this year or in the past.”



Breakout Rooms

Getting the Most out of Our Discussion

“What might help you get the most out of our Mentor Forums?”

“More time in breakout rooms.

Needed more time to share and ask and answer questions.”

“More breakout room time.”

“More time to problem solve struggles we may be experiencing with our interns”

“More time to talk to other mentors”

“Less time in break out rooms. It's painful.”

“Breakout rooms are good but the time frame seems too long.”

“When we were in breakout rooms with 2 other mentors, it was too long. We were struggling to find things to talk about after following the given prompts.”

“Groups were very quiet and non-responsive”



Breakout Rooms

Getting the Most out of Our Discussion

“In the breakout rooms when we were sharing advice: Could we add a norm that we shouldn’t critique the value of that person’s advice. I shared . . . [and another mentor] . . . criticized my advice and said it wasn’t that important. LOL. I have thick skin, but it certainly doesn’t make me want to share out anymore. I was a bit dejected that night.”



Breakout Rooms

What helps create a Safe, Productive, Effective Breakout Room Conversation

- Ground rules and expectations
- Maintain focus on the task at hand
- Approach as a positive opportunity to address real challenges: if not yours, someone else's.
- "I-statements" and avoiding assumptions.
- Attending fully, listening actively, pausing.
- Reflect on your own tendencies in small group discussion.



Use your Learning-Focused Toolkit



- *Attending Fully*
- *Pausing*
- *Paraphrasing*
- *Invitational Inquiries*

The Tonal Layer

Approachable voice 

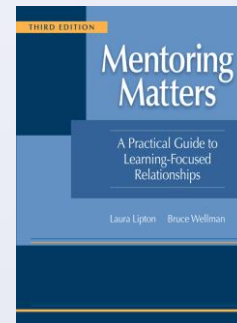
The Syntactical Layer

Plural Forms

Exploratory Language

Syntactical Substitutions

The	→	Some
Can/Could	→	Might
Is	→	Seems
Why	→	What



Page 59, 68

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 (from the list or one that is 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.

Breakout Room Topics



CIT November 20th Mentor Forum Pre-Survey

- My Own Mentor Confidence & Morale
- How to Find Enough Time to Meet for Observations & Debriefing – Difficulty with Scheduling/Teaching at Same Time as Intern
- Questioning to Deepen Thinking & Independence
- Getting Intern to Respond & Be Respectful of My Time (“Is My Mentee Ghosting Me?”)
- Supporting with Classroom Management when not in the same building
- Intern is experienced & doing great. What to work on?
- Co-teaching, working with other adults.
- How to get Intern to overcome ‘fixed beliefs’ about students in order to build relationships.
- Conversation strategies for Intern resistant to try things to improve and/or accepts chaotic conditions.
- How to address physical fights that are beyond the Intern’s control

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.**

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

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/UCbMB074dmGnIxkOYMRuCW>
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

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
 - 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



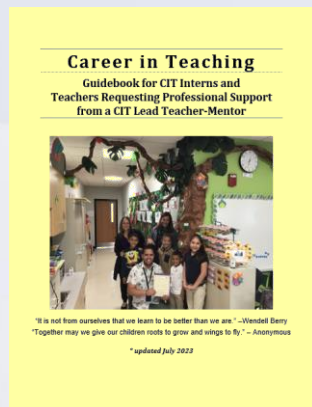
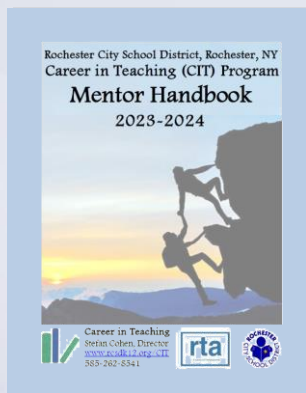
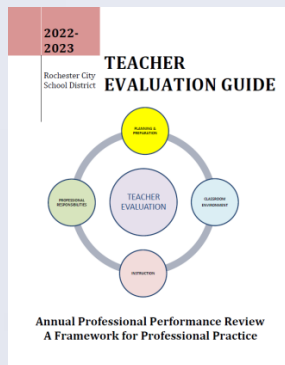
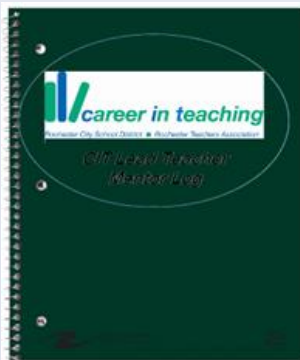
Career in Teaching
Stefan Cohen, Director
www.rcsdk12.org/CIT
585-262-8541



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: _____ [Date: _____]

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"/> Discussing 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 Interns/Teacher	<input type="checkbox"/> Providing Resources
<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"> Communicating knowledge of content and pedagogy Communicating knowledge of student development Communicating knowledge of New York State Professional Standards Communicating knowledge of resources Designing Learning Activities Designing Student Assessment 	<ul style="list-style-type: none"> Establishing organization of space and layout Establishing classroom procedures Managing classroom procedures Managing student behavior Organizing Physical Space 	<ul style="list-style-type: none"> Communicating with clearly and accurately Communicating with clearly and accurately Communicating with clearly and accurately Communicating with clearly and accurately Communicating with clearly and accurately Communicating with clearly and accurately 	<ul style="list-style-type: none"> Communicating with clearly and accurately Communicating with clearly and accurately Communicating with clearly and accurately Communicating with clearly and accurately Communicating with clearly and accurately Communicating with clearly and accurately

Ready to help!



These forms are available in modified versions for

Counselors, Librarians, Psychologists, Social Workers, and Speech Language Therapists.

September's Frequently Asked Questions

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?

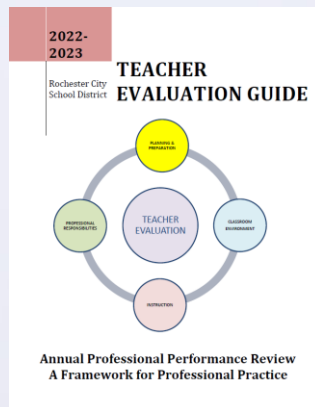
FAQ #5: Show me the Money?

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

- Share examples, templates
- The “Why”: purpose of lesson components
- Co-plan, model
- Third Point of Danielson rubric

Emphasize

- ... how planning benefits kids
- ... how planning allows you to be “in the moment”
- ... how planning allows you to focus your attention and feel successful
- ... how planning allows you to ‘respond’ and not ‘react’



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

- “Share” vs. “Copy link”
- Organization
- Document “Ownership”
- Confidentiality
- Tracking

<https://docs.google.com/document/d/1WSb64pg9nBhPSbDLuod8K1guPY2KFhP5uryFwZnmPgM/edit>

The CIT Google Drive for Mentor Reports - FREQUENTLY ASKED QUESTIONS

Be sure to consult the [CIT Google Drive Instructions for Mentors](#).

1. Why do I like this?
See [“Why Do I Like This?”](#) in the Google Drive Instructions.
2. Why can't I (the Mentor) rename or directly share the “Intern Report on Mentor?”
The “Intern Report on Mentor” sharing settings have the Intern as “Editor” and the Mentor as “Viewer.” Only the “Editor” can rename the document and directly share it. To share, you need to click “Copy link,” and then paste the link into an email. See #3 in the instructions for [“How to share or find the link to a Google Doc”](#) in the Google Drive Instructions.
3. Why can't I just “Share” a completed and signed document with Stefan or CIT?
When you choose not to complete the blank form already in your CIT Department Google Drive folder, we ask that you upload completed and signed documents directly into the appropriate folder in the CIT Department Google Drive, and rename them to match the format of the pre-loaded documents. This helps the CIT Office to check in reports and to ensure we have the necessary access. Review [#7 in the Google Drive Instructions](#) for details.
4. Do I need to complete the Digital Signature Form if I am the “Editor” of the form?
The person who is the “Editor” of the form (the “author” who completes it) should be the only person with permission to type in it or make changes. Therefore, only the person who is NOT the author (“Editor”) needs to submit a Digital Signature Form to indicate that it has been read and reviewed. If you already submitted a Digital Signature Form as author of the document, don't worry about it. No harm done. Review [#7 in the Google Drive Instructions](#).
5. Should I use the “Template” form? Or should I use the form pre-loaded in my own Google Drive folder?
Simplest is to use the forms pre-loaded in your Google Drive Folder. That ensures that the CIT Department retains “ownership” of the document in case we need to rename it or change sharing permissions.

If you complete one of the “Template” forms that you copied from the “TEMPLATE DOCUMENTS” folder, you may need to “Transfer Ownership” to CIT_Dept@rcsd121.org. The same may be true if you upload your own Microsoft Word or Google Doc form. More info here: <https://support.google.com/docs/answer/2494892?hl=en&co=GENIE.Platform%3DDesktop>.

If you print, sign, and scan a hard copy of the form, follow the directions to upload and rename the document in your Google Drive folder. Review [#7 in the Google Drive Instructions](#) for details.
6. Can I use the old Microsoft Word version of the CIT forms?
Simplest is to use the forms pre-loaded in your Google Drive Folder with the appropriate sharing permissions already set. If you already have a completed, reviewed, and signed Microsoft Word

FAQ #8: What happens next with my reports?

1. Wendy checks them in.
2. CIT Governing Panel contact reviews them and provides feedback.
3. They became the springboard and/or reference point for ongoing Mentor work.

Please add the name of this document using the format: "MENTORNAME, CIT Panel Final 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	<input type="checkbox"/>
Second Status Report Review	<input type="checkbox"/>

COMMENTS/CONCERNS ABOUT STATUS REPORTS:

<input type="checkbox"/> Clear, direct statements of intern strengths/abilities	<input type="checkbox"/> Quality of information useful for CIT Panel decisions
<input type="checkbox"/> Sufficient observations and conferences	<input type="checkbox"/> Evidence signs with domains and supports domain rating
<input type="checkbox"/> Includes specific examples to illustrate intern's progress	<input type="checkbox"/> Includes indicators of ongoing work with intern
<input type="checkbox"/> Not enough information; more specific details needed on _____ report	
<input type="checkbox"/> Quality of information needs improvement: <input type="checkbox"/> Not specific	<input type="checkbox"/> Inconsistent <input type="checkbox"/> Illegible <input type="checkbox"/> Other (see below)
<input type="checkbox"/> Insufficient number of observations listed	<input type="checkbox"/> Insufficient number of conferences listed
<input type="checkbox"/> Missing reports list intern names	
<input type="checkbox"/> Missing signature(s). Please sign and return to CIT Office.	
<input type="checkbox"/> Other:	

Domain 1 Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction (or Delivery of Service)

Domain 4 Professional Responsibilities

OVER

CIT Panel Member has provision as "Editor"; CIT Mentor has provision as "Viewer" or "Commenter"; CIT Governing Panel Status Report Review, revised and approved, November 2022

page 1

CIT Panel Status Report Review (continued)

COMMENTS/CONCERNS ABOUT INTERN REPORT ON MENTOR:

Feedback or mentoring issues 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 hard copy:
PANEL MEMBERS: Please submit signed review at next CIT Governing Panel Meeting or to CIT Office.
MENTORS: Please return signed review to the CIT Office, CO-2 within TEN DAYS.
If online 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 Digital Signature Form (link below) within TEN DAYS.

Signatures acknowledge that the 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.

CIT Panel Member signature:	Date:
CIT Report Digital Signature Form	Date:

If this is being signed digitally, type names into the signature boxes above, and the CIT Mentor must click [here](#) to complete the CIT Report Digital Signature Form using the Mentor's BCSD Google account (Mentor's 3-digit ID#0904021-09).

CIT Panel Member has provision as "Editor"; CIT Mentor has provision as "Viewer" or "Commenter"; CIT Governing Panel Status Report Review, revised and approved, November 2022

page 2

CIT Mentor and CIT Governing Panel Timeline*

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

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

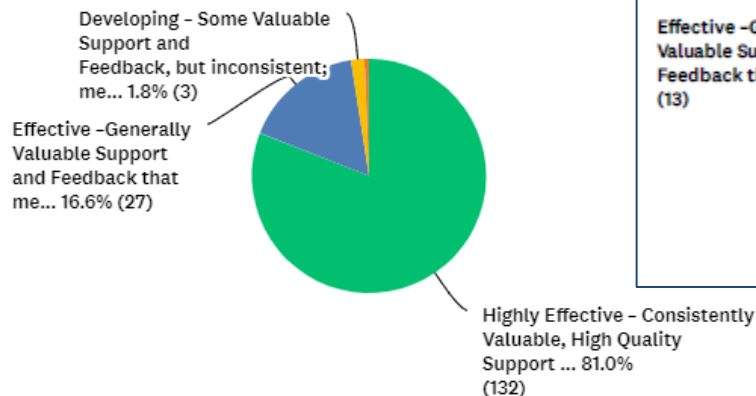
FAQ #9: How do I approach APPR Evaluation with Interns?

1. Whenever possible, ease their anxiety.
2. Frame suggestions as ways to help them do their best work for students (not “because your admin will be looking for . . .”).
3. Frame it as “Feedback” (not “Pass/Fail” or “getting dinged” for doing something wrong).
4. Drain some of the mystery.
5. Provide perspective: verbal feedback, facial expressions, body language vs. what ends up in writing.
6. Remind them that if something is unfair, there is a clear process by which to address it

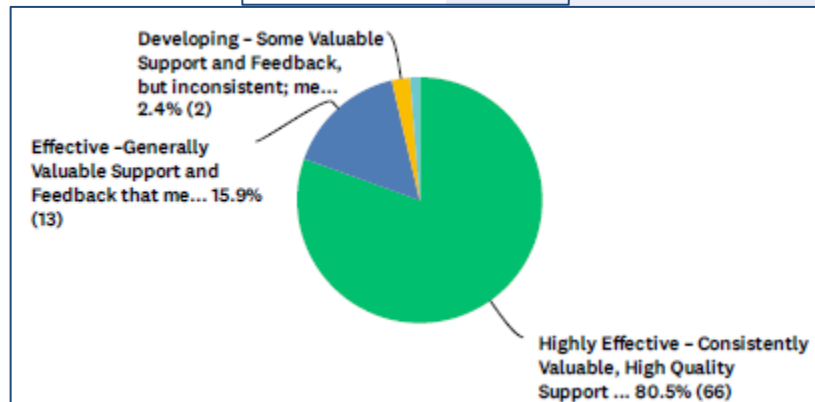
2023 CIT Program Evaluation Survey

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

Answered: 163 Skipped: 10



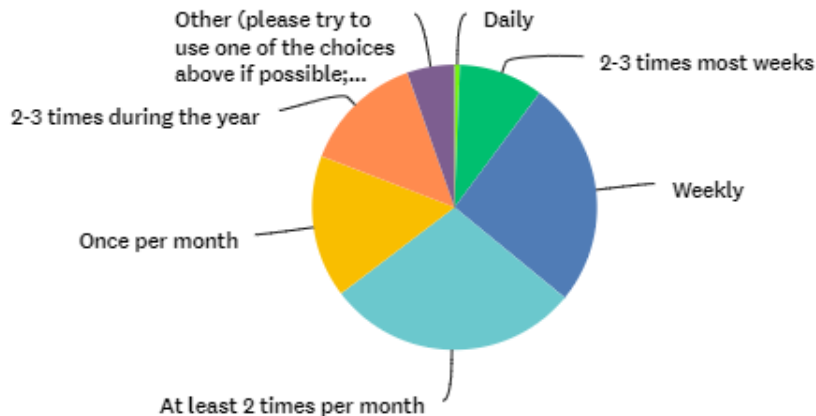
Compare to 2022



2023 CIT Program Evaluation Survey

Over the course of the school year, my mentor **visited me to observe my work** (via Zoom or in person) approximately:

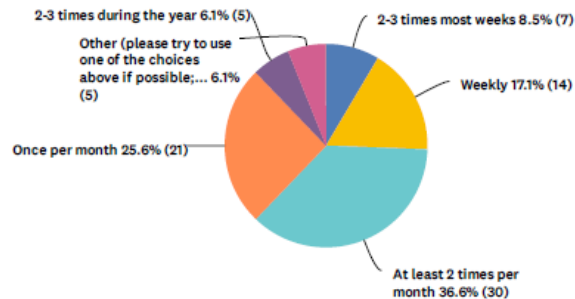
OBSERVATIONS



Compare to 2022

Q7 Over the course of the school year, my mentor visited me to observe my work (via Zoom or in person) approximately:

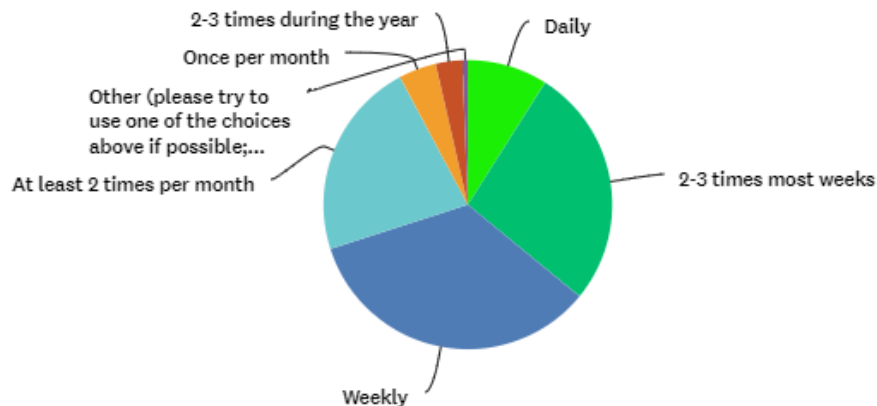
Answered: 82 Skipped: 2



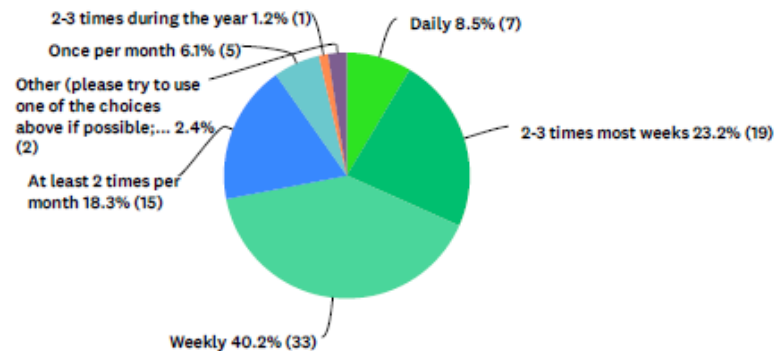
2023 CIT Program Evaluation Survey

My mentor **was in contact with me** approximately (include classroom/office visits, Zoom visits, phone calls, emails, texts, meetings outside of classroom)

CONTACT



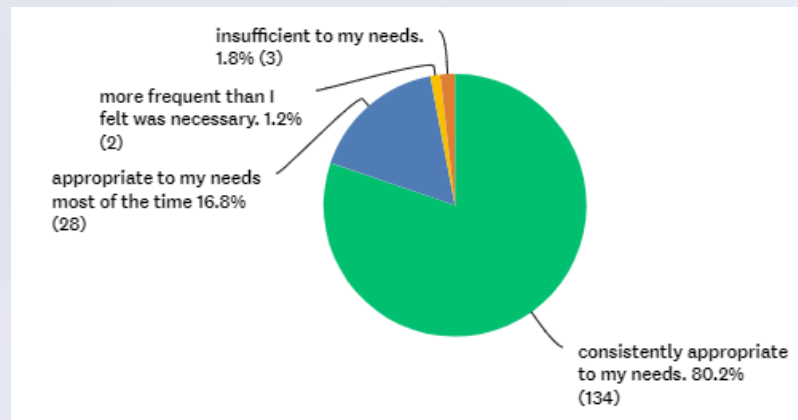
Compare to 2022



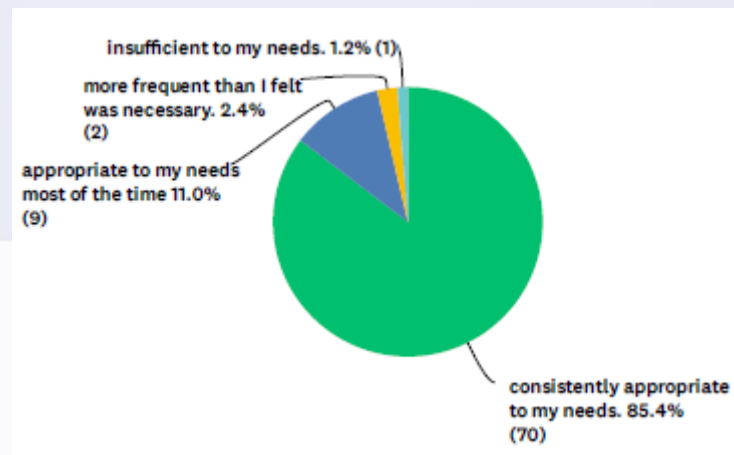
2023 CIT Program Evaluation Survey

The frequency of contact with my mentor was

FREQUENCY of CONTACT



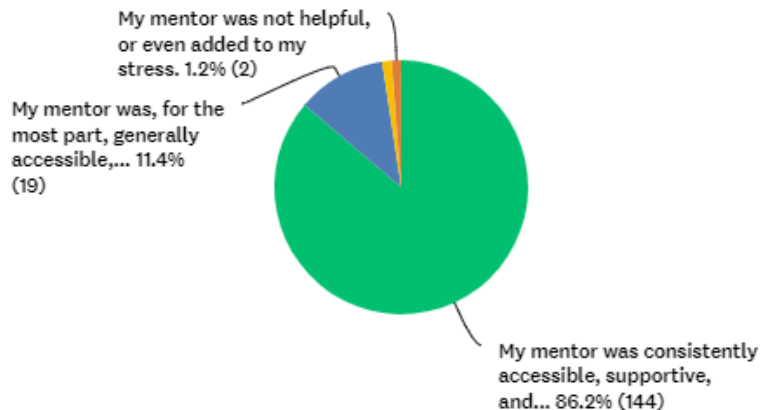
Compare to 2022



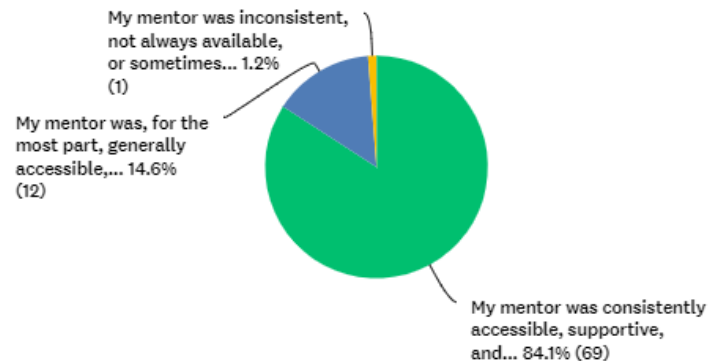
2023 CIT Program Evaluation Survey

Which of the following best describes your relationship with your assigned Lead Teacher-Mentor?

RELATIONSHIP with MENTOR



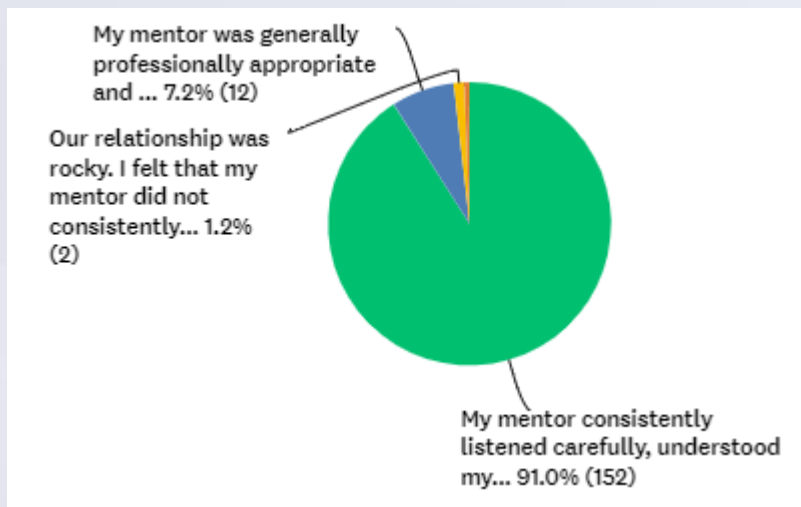
Compare to 2022



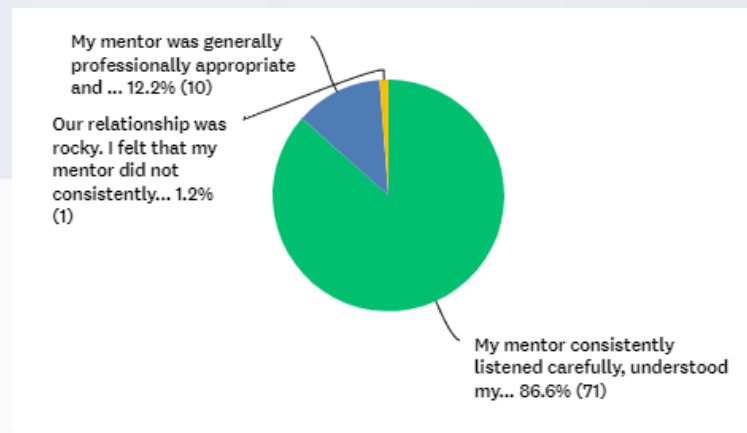
2023 CIT Program Evaluation Survey

Which of the following best describes your interactions with your assigned Lead Teacher-Mentor?

INTERACTIONS with MENTOR



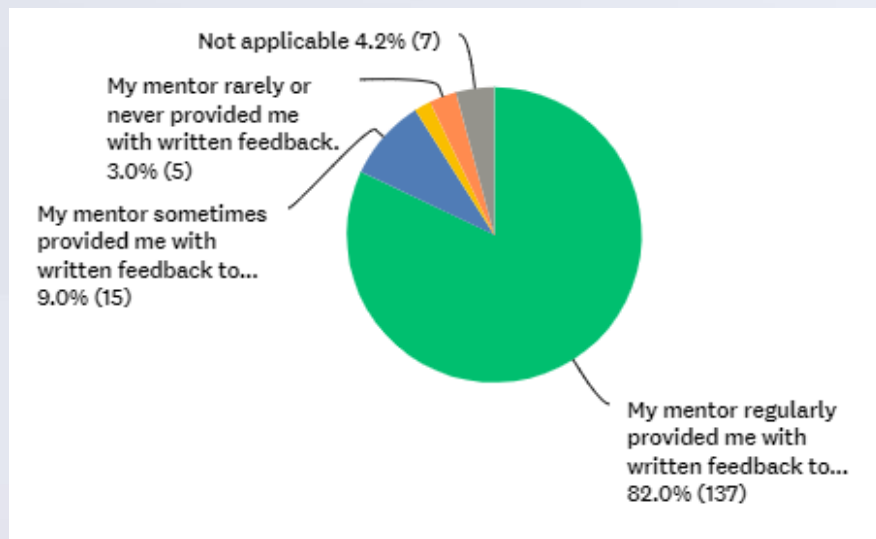
Compare to 2022



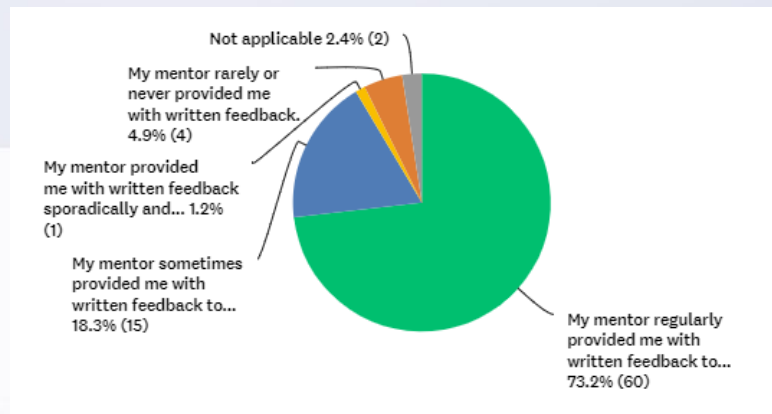
2023 CIT Program Evaluation Survey

Which of the following describes your use of written feedback?

WRITTEN FEEDBACK



Compare to 2022



2023 CIT Program Evaluation Survey

Did your Mentor . . .

provide a clear explanation of the CIT Program?

share CIT Program expectations for new "CIT Interns."

inform you about tuition reimbursement?

inform you about CIT professional learning opportunities?

discuss issues of equity, antiracism, or culturally responsive practices?

review with you CIT Intern Status Reports, Intern Reports on Mentor, and Intern Final Report?

contact your supervising administrator regularly throughout the year?

use the Danielson rubrics in your work together?

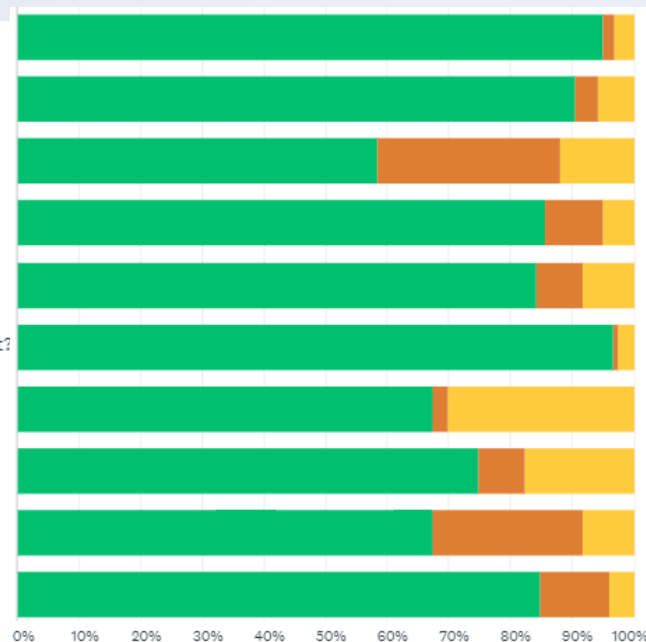
review your supervisor's teacher evaluations with you?

tell you about the Voluntary Transfer process (if applicable)?

Yes

No

Unsure



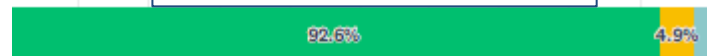
2022 CIT Program Evaluation Survey

Q24 Did your CIT Mentor . . .

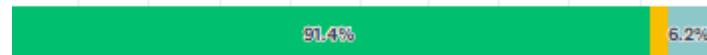
Answered: 81 Skipped: 3

Yes No Unsure

provide a clear explanation of the CIT Program?



share CIT Program expectations for new "CIT Interns."



inform you about tuition reimbursement?



inform you about CIT professional learning opportunities?



discuss issues of equity, antiracism, or culturally responsive practices?



contact your supervising administrator regularly throughout the year?



use the Danielson rubrics in your work together?



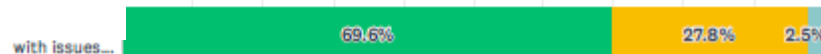
review your supervisor's teacher evaluations with you?



tell you about the Voluntary Transfer process (if applicable)?



assist you with issues specific to remote learning?



with issues...

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Review the Comments in the CIT Program Evaluation Survey:

[2023_CIT_Intern_Program_Evaluation_Survey](#)

Pages of comments to review	Survey Questions	Start here if your last name begins with . . .
PAGES 1-12	Frequency & Quality of Contacts; Additional Comments	A through D
PAGES 13-19 PAGES 20-24	Overall Quality of Support; How CIT Mentor Helped You Most What Could Be Improved-CIT?	E through L
PAGES 25-29 PAGES 30-35	What Helped you Most Besides Mentor What Could Be Improved-District?	L through P
PAGES 36-42 PAGES 43-44 PAGES 45-65	Considered resigning? Reasons Did your Mentor . . . ? Planning; Environment; Instruction; Prof Resp; Cult Resp Practices	R through Z
What confirmed, challenged, or extended your thinking about our Mentoring work? What surprised you? What questions were raised? Add your comments on the following slides		

Find Link here and in Chat for [CIT Program Evaluation Survey Analysis PADLET](#)

15 Minutes to add insights to the Padlet ON YOUR OWN.

<https://rcsdk12.padlet.org/1266650/cit-program-evaluation-analysis-2023-cjzfln390ya5qx9p>

Padlet

Stefan Cohen • 3m

CIT Program Evaluation Analysis 2023

What Confirms, Challenges, or Extends your understanding?

Pinned

2023 CIT Intern Program Evaluation Survey

Q8 Over the course of the school year, my mentor visited me to observe my work (via Zoom or in person) approximately:

0 times during the year
1-3 times during the year
4-6 times during the year
7-9 times during the year
10 or more times during the year

PDF

2023 CIT Intern Program Evaluation Survey Responses

Pinned

CONFIRMS MY THINKING

Pinned

CHALLENGES MY THINKING

Pinned

QUESTIONS

10 Minutes to share insights and set goals in BREAKOUT ROOMS

In your Breakout Rooms (randomly assigned)

Based on reviewing Survey Responses:

- Discuss any significant Confirming, Challenging, or Extending insights that you would like to share.
- Set and Share a **Personal Goal** for your Mentoring Practice.
- Suggest any **Program Goals** for the CIT Program.

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”

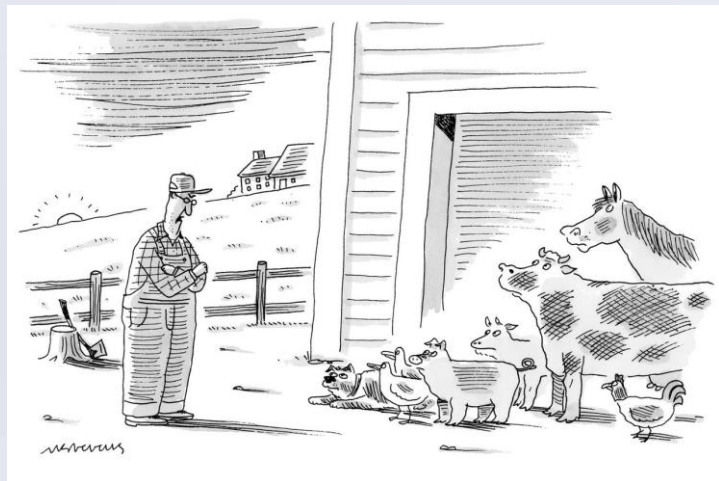
 **Raise Hand**

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.

Some other relevant CIT Stuff



"Who tipped off the turkey?"



or



- Make sure Interns know about the Flexible Spending Account enrollment deadline of November 30th.
- Relevant PD from RTA Rochester Teaching Academy (taught by fellow CIT Mentors!):
 - Teacher-Student relationships
 - Restorative Practices
 - Managing Student Anxiety
 - Creative Classroom Strategies
 - Writing Quality IEPs

www.rcsdk12.org/CIT/StaffDevelopment

- Reconfiguration Anxieties: Avoid Speculation!
- Provide Input for RCSD School Leader Evaluation Project (comment on Administrator "Competency Indicators"). Stay Tuned!