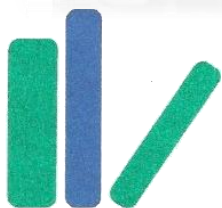
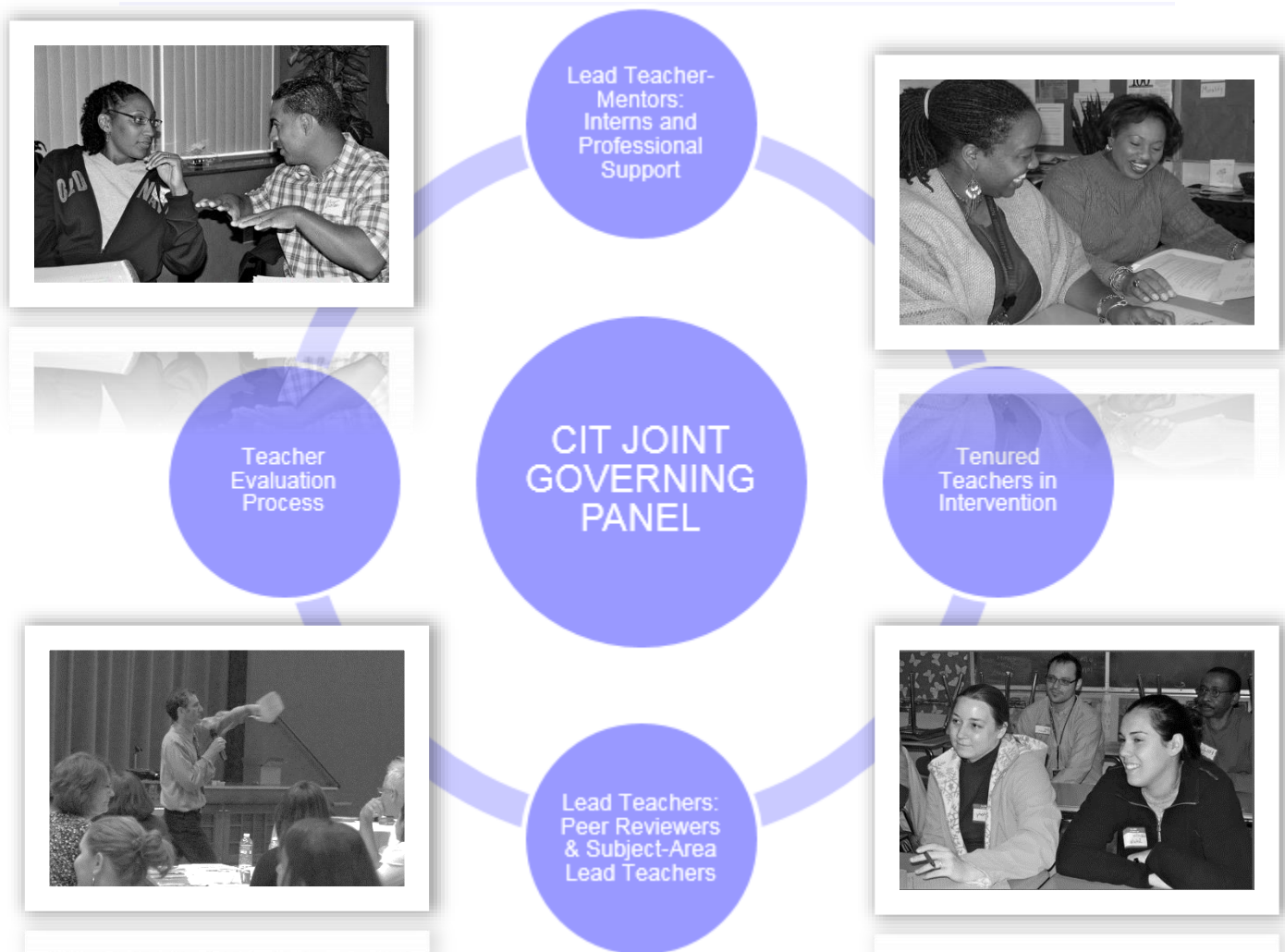


Career in Teaching (CIT)

Governing Panel Member Manual

2024~2025

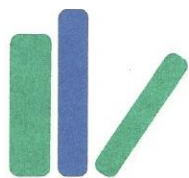


Career in Teaching
Stefan Cohen, Director
www.rcsdk12.org/CIT
585-262-8541



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career in teaching

131 West Broad Street • Rochester, NY 14614 • (585) 262-8541
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August 30, 2024

Welcome, CIT Governing Panel Members!

Thank you for your participation on the Career in Teaching (CIT) Joint Governing Panel. Our panel is charged with developing, implementing, and evaluating the policies of the Rochester City School District's peer assistance and review program. Your serious attention and commitment to this work is essential to the success of our nationally recognized CIT program.

Your careful oversight and feedback are critical for recruiting, retaining, and strengthening our next generation of RCSD teachers, who will in turn provide rich opportunities in teaching and learning for the benefit of our students. I look forward to working with you!

Stefan Cohen

Director, Career in Teaching Program

Rochester City School District (585) 262-8541

www.rcsdk12.org/CIT

Career in Teaching Governing Panel 2024-2025

Rochester's CIT program is overseen by a Joint Governing Panel of six-seven teachers selected by the RTA President and six-seven administrators selected by the Superintendent of Schools. The CIT Governing Panel convenes about every three weeks. The Panel is charged with developing, implementing, and evaluating the policies of the CIT program as described in Section 52 of the RCSD-RTA Contract.

RTA Members:

Kristen Betzenhauser, ESOL Teacher, Freddie Thomas Middle School

Stefan Cohen, CIT Program Director, Social Studies Teacher

Martha Keating, RTA Labor Relations Consultant

Sharon Key, Kindergarten Teacher, Abraham Lincoln School #22

Matthew Lavonas, RTA Secretary

Alexis Leslie, ESOL Teacher, Dr. Martin Luther King School #9

Aimee Rinere, RTA Treasurer

RCSD Members:

Thomas Anderson, Assistant Principal, Loretta Johnson Middle School

Kathryn Arzuaga, Academy Director, Early Childhood

Akilah Collins, Principal, Ida B. Wells-Barnett School #34

Stephanie Knapp, Director of Specialized Services

Christopher Miller, Chief of the Office of Human Capital

Enkela Paco, Executive Director of Mathematics

Kara Reidy-Vedder, Director, Staff & Educator Effectiveness

Roles and Responsibilities of Panel Members

The success of the CIT Program depends on the full participation of all Governing Panel members. CIT Panel members are expected to:

- ☐ contribute to discussions at **CIT Panel meetings**, which are held approximately two times/month throughout the year (calendar on back cover);
- ☐ work with approximately 10-15 assigned mentors throughout the year;
- ☐ meet with assigned mentors in the fall at a joint Mentor-Panel Member Forum to discuss Panel Observations and to reinforce Panel expectations of mentors (this is a good time to bring a calendar and set up a schedule for Panel Observations);
- ☐ observe assigned mentors working with an intern and then provide written feedback to each mentor (observations should be completed by the end of March);
- ☐ review November and March status reports written by assigned mentors and then provide written feedback to each mentor;
- ☐ conduct observations of any struggling intern that the mentor believes may need a "Statement of Concern;"
- ☐ participate in selection of "Interns of the Year;"
- ☐ conduct interviews of new mentor applicants (interview teams of two, usually in the spring);
- ☐ review/discuss all new Lead Teacher positions and conduct interviews of Lead Teacher applicants (interview teams of two);
- ☐ review/discuss mentor reapplications;
- ☐ review Intervention referrals; make recommendations about Intervention cases;
- ☐ review and approve modifications to CIT procedures and CIT forms;
- ☐ meet with assigned mentors to review recommendations for continued employment of interns and review mentor written records;
- ☐ make recommendations, in cases where the mentor and supervising administrator disagree, for continuation or termination of employment, for continued professional support, and/or for participation in voluntary transfer process; and
- ☐ review program evaluation data to make recommendations re: mentor professional development.

All CIT Governing Panel Forms are available digitally at the CIT Website: www.rcsdk12.org/Page/44558.

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
Contact assigned mentors in October , and meet with them in November at a joint Mentor-Panel Member Forum to discuss Panel Observations, expectations, etc.	Meet Panel Contact at the November CIT Mentor Forum (introductions, scheduling, expectations, etc.).
At late November Panel Meeting, receive access to 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 prior to the November Forum.
Complete Status Report Reviews (one per mentor) and submit signed copies prior to the December Panel meeting.	Review and sign Status Report Reviews and submit prior 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 .	Review and sign “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 access to 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 submit prior to April Panel meeting.	Review and sign Status Report Reviews and submit to CIT Office prior to the May 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 prior to June Panel Meeting.	Complete Mentor Self-Assessment and assemble written records for Review of Records meeting.

Information for the November Mentor/Panel Meeting

In November, Panel Members are expected to attend a joint Mentor/Panel Forum. Mentors meet at 4:00 for their regularly scheduled Mentor Professional Learning. Panel members are welcome, and encouraged, to attend the entire forum. If you are unable to attend the entire forum, you should attend from 5:30-6:00 to get to know your assigned mentors and to discuss program expectations and procedures.

In preparing for this meeting, please review carefully the information in the CIT Governing Panel Member Manual and **pay special attention to the information about Panel Observations on page 7**. Please note that you will only need to observe your assigned mentor with one Intern. If the mentor is not supporting Interns, you should observe the mentor with a Professional Support Resident Teacher. If the mentor is only supporting Tenured Teachers, then no observation is required.

Mentors may wish to submit signed Intern Status Reports or other paperwork to you directly. **Do not collect these without ensuring that a copy has been submitted to the CIT Office** using the [CIT Mentor Report Inbox Form](#). You will have view-only access to checked-in Status Reports in your assigned Google Folder: [Panel Folder Links](#). For your assigned mentors who are supporting Interns, you will complete **only one Status Report Review per mentor**. If the mentor supports more than one Intern, include feedback on all of that mentor's reports in your Status Report Review.

When you meet your assigned Mentors, you may wish to:

- ☐ introduce yourself, your current position, and your role in the program as a member of the CIT Panel,
- ☐ review the role of the CIT Governing Panel in the structure of the program (see the *CIT Governing Panel Member Manual*) and your specific responsibilities in working with Mentors who are activated,
- ☐ remind them that you are a conduit to the Governing Panel for issues related to CIT Mentoring, so input and questions are encouraged,
- ☐ get to know them a little better,
- ☐ explain how you plan to schedule your Observation visits for activated mentors and how to contact you,
- ☐ remind them that the observation should be a positive opportunity to recognize the hard work they are doing and provide them with useful feedback,
- ☐ remind them that all paperwork must be submitted using the [CIT Mentor Report Inbox Form](#) and **not to you directly**, and
- ☐ discuss whatever else might seem relevant or helpful.

From our October 30, 2017 Panel Meeting minutes:

Experienced Panel members provided the following insight:

- Use the opportunity to put a name to the faces.
- Provide specifics about your responsibilities and their responsibilities
- Encourage mentors to use you as support (and keep Stefan informed)
- Encourage Mentors to book CIT Days in order to get in and see Interns at work with students
- Schedule Panel Observations as early as possible
- Provide positive encouragement; recognize their hard work!

Call or email the CIT Office with questions. Thank you for your leadership as a CIT Panel Contact. Your careful oversight and feedback are critical to the success of our program.

CIT Panel Observations of Assigned Mentors:

Purpose and Procedures

- Activated Lead Teacher-Mentors are observed interacting with an Intern by their CIT Panel Member Contact. The observation is most helpful to the Mentor when the Panel Contact provides effective feedback about the interaction.
- The observation supports the mentor's efforts, provides valuable feedback, and verifies that there is an appropriate mentor/intern interaction
- The observation can take place any time from November through the end of March.
- It is in everyone's best interest to start the process early so that mentors can make adjustments based on Panel Contact feedback, to identify any potential problems that merit Panel attention, and so that Panel Members and mentors are not rushed at the end of the year.
- When Panel Members meet with their assigned mentors in September, the Panel Members should discuss the procedure they would like the mentors to follow to set up appointments.
- The observation should be of the mentor interacting with the intern in any of the following ways: Mentor observing Intern; Mentor conferencing with Intern; Mentor collaborating with Intern about student work or lesson planning; etc. The observation should be at least 20 minutes or longer.
- Panel members are encouraged to review the Mentor Skills Rubric in order to know what kinds of skills to observe the mentor using during the observation. All mentors have received training on Learning-Focused Conversations and using the *Danielson Framework for Teaching* rubrics, and they continuously practice these skills at their Mentor Forums.
- The observation should be written up on the CIT Governing Panel Observation form. (See samples on the following pages.) Google Doc templates are available here: [Google Doc Report Templates](#), and Microsoft Word versions are at the CIT website here: www.rcsdk12.org/Page/44558.
- Reports should be evidence-based, but not a transcript of what you observed. Focus on concrete examples that illustrate the relationship between mentor and intern, the mentor's ability to listen attentively, the questions the mentor uses to encourage reflection, and the mentor's skill in shifting between coaching, consulting, and collaborating.
- Upon completion of the observation report, reports must be submitted by following the detailed instructions here: [CIT Mentor Report Instructions - How to Sign and Submit](#). Panel Members may obtain the Mentor's signature on a hard copy or use the new Google Doc "eSignature" feature to acknowledge that the feedback was reviewed. Then either you or the Mentor must submit the signed report in PDF format using the [CIT Mentor Report Inbox Form](#) as described in [the instructions](#).
- This observation is a critical component of each mentor's CIT file and reapplication process.
- CIT substitute days are available for teachers when required.
- When you observe your mentors, assure the Interns that you are not conducting an observation of them.
- If possible, a Panel Members might speak to an intern privately to obtain feedback about the program—both successes and problems.
- If possible, a brief chat with the administrator at the site is also suggested.
- Please contact the CIT Director with any questions about conducting Panel Observations.

CIT Panel Contact Observation Form (Blank)

Find blank forms at the CIT website Governing Panel Resources page: www.rcsdk12.org/Page/44558.



CAREER IN TEACHING

Lead Teacher Assigned as Mentor Observation Form

(For CIT Panel Contact Observation of Lead Teacher-Mentor)

Lead Teacher Assigned as Mentor: _____

Name of Observer: _____

Date: _____ Time: _____ Place of Observation: _____

Intern: _____ Class Observed: _____

Activities Observed (check as many as apply):

☐ Mentor-Intern pre-conference

☐ Mentor-Administrator

☐ Mentor observing lesson

☐ Observer conference separately with intern

☐ Mentor-Intern post conference

☐ Observer conference with building administrator

☐ Other (describe): _____

Observation:

OVER 



CAREER IN TEACHING

Lead Teacher Assigned as Mentor Observation Form (continued)

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

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

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

☐ EFFECTIVE

☐ DEVELOPING

CIT Panel Observer's Signature: _____ Date: _____

To be completed by Lead Teacher Mentor being observed:

I have read this observation report and I (☐do / ☐do not) agree.

Lead Teacher-Mentor's Signature: _____ Date: _____

A Lead Teacher may attach a written response to this form. Please return form to CIT Office.

CIT Panel Observation Sample – “Effective”



CAREER IN TEACHING

Lead Teacher Assigned as Mentor Observation Form

(For Peer Observation or CIT Panel Contact Observation of Lead Teacher-Mentor)

Lead Teacher Assigned as Mentor: _____

Name of Observer: Stefan Cohen

☒ Panel Contact

☐ Peer Observer

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

Intern: _____ Class Observed: _____

Activities Observed (check as many as apply):

- ☐ Mentor-Intern pre-conference
- ☐ Mentor observing lesson
- ☒ Mentor-Intern post conference
- ☐ Mentor-Administrator
- ☐ Observer conference separately with intern
- ☐ Observer conference with building administrator
- ☐ Other (describe):

Observation:

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

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

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



CAREER IN TEACHING

Lead Teacher Assigned as Mentor Observation Form (continued)

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

Your exchange with Ms. XXXX about lining up at the end of the period illustrated the power of using “wait time” and “plural forms” in your questions. You started with, “What are some directions that might . . .” help achieve the desired line-up behaviors? I could tell that you were eager to share some suggestions, and in this one instance you couldn’t hold back (☺)! Before she answered, you re-asked the question, but switched to “any directions” and sure enough, she seemed to be searching for a correct answer. You soon followed with the excellent suggestion of a “Question of the Day.” No harm done. She was fully engaged in the question, and still had some ideas of her own. It is a good reminder, though, to allow time for her thoughts first, prior to shifting into a consulting stance. I like that you built this discussion into a well-focused plan for the CIT Day visit. The next step would be to nail down the strategy that she wants to try and make it the focus of the next visit or conference (“Try the _____ strategy and I’ll pay close attention to how it works” or “Try it and we’ll talk about how it went”).

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

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

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

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

☒ EFFECTIVE

☐ DEVELOPING

Observer’s Signature: _____

Date: 1/23/15

To be completed by Lead Teacher Mentor being observed:

I have read this observation report and I (☒do / ☐do not) agree.

Lead Teacher-Mentor’s Signature: _____ Date: 2/3/2015

A Lead Teacher may attach a written response to this form. Please return form to CIT Office.

CIT Panel Observation Sample – “Developing”



CAREER IN TEACHING

Lead Teacher Assigned as Mentor Observation Form

(For Peer Observation or CIT Panel Contact Observation of Lead Teacher-Mentor)

Lead Teacher Assigned as Mentor: _____

Name of Observer: Stefan Cohen

☒ Panel Contact

☐ Peer Observer

Date: December 16, 2014 Time: 4:00 – 4:45 PM Place of Observation: _____

Intern: _____ Class Observed: _____

Activities Observed (check as many as apply):

- ☐ Mentor-Intern pre-conference
- ☐ Mentor observing lesson
- ☒ Mentor-Intern post conference
- ☐ Mentor-Administrator
- ☐ Observer conference separately with intern
- ☐ Observer conference with building administrator
- ☐ Other (describe):

Observation:

Ms. XXXX clearly values your suggestions and insights. You sat together at a curved table that was conducive to the conversation about the Math lesson you modeled in her classroom (a very powerful mentoring strategy-excellent!). You complimented her progress, telling her that she was doing a “good job” without being specific. She was grateful for your suggestions, and for your support in locating leveled reader resources.

You opened the conference with an effective open-ended question, “How did you feel that it went?” She admired a strategy you used to teach a math concept (using concrete examples). You then related your own experience and how you became comfortable with the Common Core with help from your math coach. You might have used the opportunity to encourage her to reflect on how to effectively use the strategy: “Why do you think that this strategy was effective with your students?” That discussion could lead to her develop similar strategies for other parts of the curriculum. You could also follow with a new goal: “Let’s build this strategy into your next lesson and see how it works for you.”

In general, during this particular conference, the obstacle to a deeper, more reflective conversation was that you did most of the talking. Ms. XXXX has clearly profited from your advice and experience, but as we discussed, a *coaching* stance is more appropriate at this point. You can use learning-focused conversation strategies to encourage her to come up with solutions and strategies (knowing that your “answers” and “advice” — *consulting*— are still available if she doesn’t find her own).



CAREER IN TEACHING

Lead Teacher Assigned as Mentor Observation Form (continued)

Try using more pausing and paraphrasing to sustain her own thinking about her teaching practice. This will require you to attend more fully: to listen *without interruption*, and to listen for her perceptions and concerns. For example, in your discussion about the math “application” problem, she indicated that her concern was that she had “no time for that.” You wanted her to understand the importance of this activity and the RDW strategy (*your* agenda), but missed her concern, which was about the lost time. You might acknowledge her worry and follow with some questions that encourage reflection: “I hear you saying that you are concerned about the time this activity takes. Why do you think the curriculum designers selected this activity? What do you think is its purpose? What would make it worth the time?” This could show you her perspective on the activity so you could help her understand how it fits into the bigger picture. You could then add your personal insights about how it could benefit kids later on (based on your own experience).

As we discussed, using the Feedback Form is a good tool for providing written feedback. You want your discussions to translate into insights that she can own and into strategies for her to try. When she comes to observe other teachers on her CIT Day (excellent!), consider having her use the “Guided Observation Form” as a tool to “capture” what she learns. Overall, you have established a solid foundation of trust with this very promising Intern. You can now move from being the expert with the answers to a partner in her professional growth.

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

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

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

☐ EFFECTIVE

☒ DEVELOPING

Observer’s Signature: _____

Date: 12/18/2014

To be completed by Lead Teacher Mentor being observed:

I have read this observation report and I (☒do / ☐do not) agree.

Lead Teacher-Mentor’s Signature: _____ Date: 1/5/2015

A Lead Teacher may attach a written response to this form. Please return form to CIT Office.

Status Report Reviews: Procedures

In November and March all mentors are required to write “Intern Status Reports” about the progress of their assigned interns. Additionally, Interns are required to write a report about their mentors, the “Intern Report on Mentor.” These are signed, submitted, and placed in a view-only Google Folder. Each Panel Contact is responsible for reviewing the reports for their assigned mentors and writing one **Status Report Review** for each mentor (no matter how many Interns). When reviewing a status report, the Panel Contact should pay particular attention to the following:

- The Intern Status Report should include **specific examples** to illustrate the intern’s progress.
- For the **First Status Report Review** (usually in November) you should provide feedback on each of the Danielson *Framework for Teaching* rubric domains. The evidence in the Status Report should align with the proper domain and the **evidence should support the rating given** for each domain.
- When writing your Status Report Review, check to see that the Intern Status Report **identifies and describes the aspects of the intern’s practice that have been the focus of the mentor’s work** with the teacher, and that the Status Report **identifies and describes the aspects of the intern’s practice that will be the focus going forward**. Ask yourself: if a discussion about this intern is brought to the Panel, does this report include enough information for the Panel to make a recommendation? Does this report clearly demonstrate for the intern his or her strengths and the areas of practice that need additional work?
- For the **Second Status Report Review** (usually in March), the feedback can be more holistic and can follow up on comments from the First Status Report Review.
- Please comment about the strengths and/or weaknesses of the written status report based on the principles described above on the form under **“Comments/Concerns about Status Reports”**
- Under **“Comments/Concerns about Intern Reports on Mentor,”** please comment about the relationship that exists between the mentor and the intern. Use the Intern Report on Mentor (written by the Intern) as a guide. Note the boxes on the Intern Report that have been checked by the intern and the boxes *not* checked by the intern. Note the positive and negative comments in the narrative portion of the form. This part of the Status Report Review offers a good opportunity to reinforce the good work of the mentor, and also to identify areas that may need more attention.
- Under **“Action needed,”** Let the mentor know of any action that should be taken. If the status report is unsatisfactory, you may ask the mentor to revise the status reports to reflect your suggestions. If the mentor has assessed the intern as “Ineffective” in the areas of Instruction or Learning Environment, it might be a good idea for you to suggest that you conduct an observation of the intern. If the intern’s report about his/her mentor is missing, remind the mentor that the intern report should be sent to CIT.
- A conference with the mentor is recommended, but not required. Please indicate if you had an opportunity to conference with the mentor about the observation, or if you feel a conference is needed.
- Panel Members should complete their Status Report Reviews as soon as possible so feedback will have the strongest possible impact. Upon completion of the Status Report Review, it must be signed and submitted by following the detailed instructions here: [CIT Mentor Report Instructions - How to Sign and Submit](#). Panel Members may scan a signed hard copy or use the new Google Doc “eSignature” feature. Then either you or the Mentor must submit the signed report in PDF format using the [CIT Mentor Report Inbox Form](#) as described in [the instructions](#).
- Google Doc templates are available here: [Google Doc Report Templates](#), and Microsoft Word versions are at the CIT website here: www.rcsdk12.org/Page/44558.
- Please contact the CIT Director with any questions about Status Report Reviews.

First Status Report Review – Template (Blank)

Lead Teacher Assigned as Mentor:		
Reviewed By:		
Date of Review:		
Intern Names:	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/challenges	<input type="checkbox"/> Quality of Information useful for CIT Panel decisions
<input type="checkbox"/> Sufficient observations and conferences	<input type="checkbox"/> Evidence aligns with domains and supports domain rating
<input type="checkbox"/> Includes specific examples to illustrate Intern's progress	<input type="checkbox"/> Includes indication of ongoing work with Intern
<input type="checkbox"/> Not enough information: more specific details needed on _____'s 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

--

COMMENTS/CONCERNS ABOUT INTERN REPORT ON MENTOR:*Feedback re: mentoring items checklist and narrative comments:***SUGGESTIONS or ACTION NEEDED***Based on Intern Status Reports and/or Intern Reports on Mentor:*

<input type="checkbox"/>	Conference Needed	<input type="checkbox"/>	Conference Held	Date:
--------------------------	-------------------	--------------------------	-----------------	-------

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, or submit at Mentor Forum within TEN DAYS.**CIT Reviewer's Signature:****Date:****LT/Mentor's Signature:****Date:**

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

Find blank forms at the CIT website Governing Panel Resources page: www.rcsdk12.org/Page/44558.

Status Report Review Sample – “Proficient Report”

CAREER IN TEACHING

CIT Panel Status Report Review - Intern Status Reports

Lead Teacher Assigned as Mentor:	
Reviewed By:	Stefan Cohen
Date of Review:	November 25, 2014
Intern Names:	<u>Date Received</u>
K	November 18, 2014
C	November 18, 2014

COMMENTS/CONCERNS ABOUT STATUS REPORTS:	
	Missing reports (list intern names):
X	Missing signature(s): K on Intern Report on Mentor. Please sign and return to CIT Office
X	Clear, direct statements of intern strengths/weakness
X	Information useful for CIT Panel decisions
	Insufficient observations (Please list the specific dates and times when you were in your interns' classes)
	Not enough information: More details needed on ___'s report.
	Quality of information: not specific, inconsistent, illegible, etc.
	Other:

Thank you for your work with these Interns. You have logged a substantial amount of time with them in observations and conferences. I appreciate the many specific illustrations you provide of their teaching practice. These are valuable for the Panel and good reinforcement for your Interns.

Domain 1 Planning and Preparation
I am happy to read your examples of the creative use of relevant and engaging media by these Interns, as well as their efforts to differentiate for their diverse students. I am glad to see you challenging them to sharpen their planning in specific areas (questioning for K, closure/assessment for C).
Domain 2 Classroom Environment
You provide excellent examples of strengths and areas needing work. I especially value the description of specific strategies (such as proximity, point systems, SmartBoard tools, etc.) and how these Interns handle challenging situations (crying student, calling out).
Domain 3 Instruction
With both of these Interns, you provided solid examples of aspects of practice that you are working on with them. Responsiveness is a must with this student population (ELL, Refugees), so I appreciated your highlighting examples of this skill in their work, along with using relevant examples to make a lesson engaging. You highlighted “Questioning” in K’s planning and might include in this domain some evidence of the discussions that you observed in her classroom. Please include some information about how your Interns use assessment in your next report.
Domain 4 Professional Responsibilities
I appreciate the rich evidence of how your Interns have used reflection to shift their practices. You support your ‘Effective’ ratings with many specific examples of their participation in the school and community.

Thank you for this excellent report!

OVER ⇨

CIT Panel Status Report Review (continued)

LEAD TEACHER ASSIGNED AS MENTOR

Comments/Concerns about Intern Report on Mentor:

These promising Interns clearly value your support, especially in encouraging them to reflect on their practice. K■■ checked almost every box on this report and acknowledges the value of your “constructive criticism.” C■■ has found your input “valuable.” C■■ listed several areas she would like to work on. I look forward to hearing about them in your Spring report.

Action needed or taken:

Please make sure K■■ signs her Intern Report on Mentor.
I look forward to visiting your classroom next week. Keep up the good work!

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

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

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

Status Report Review Sample - "Needs Improvement"

CAREER IN TEACHING

Status Report Review

Intern Status Reports

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

COMMENTS/CONCERNS ABOUT STATUS REPORTS:

	Missing reports (list intern names):
	Missing signature(s): Please sign and return to CIT Office
X	Clear, direct statements of intern strengths/weakness
X	Information useful for CIT Panel decisions
	Insufficient observations (Please list the specific dates and times when you were in your interns' classes)
X	Not enough information: More details needed on [redacted]'s report to support "Effective" ratings.
	Quality of information: not specific, inconsistent, illegible, etc.
	Other:

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

Domain 1 Planning and Preparation

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

Domain 2 Classroom Environment

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

Domain 3 Instruction

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

Domain 4 Professional Responsibilities

These are good examples from this domain. Is [redacted] seeking any specific PD to address the issues described in the other domains?

CIT Panel Status Report Review (continued)

LEAD TEACHER ASSIGNED AS MENTOR

Comments/Concerns about Intern Report on Mentor:

████ clearly recognizes that you have valuable suggestions and appreciates your efforts on her behalf.

Action needed or taken:

Keep up the good work supporting █████.

For your next report, please include the specific examples that will support your ratings in each domain. Also, your report should indicate what aspects of █████'s teaching practice you are working on together. What rubric elements are the focus of your conversations and observations? What parts of her practice does she want to improve.

I suggest planning a CIT Day organized around specific areas of challenge.

Thanks for your hard work in this challenging situation. I need to get in there and watch █████ teach. I will be in touch to schedule an observation next week.

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

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

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

CIT Panel End of Year Review of Mentor Records and Intern Final Reports

By the June Panel meeting, all Panel Members should complete their Reviews of their assigned mentors. Each Review has two parts:

the Review of Mentor Records and the Review of Intern Final Reports.

REVIEW OF RECORDS PROCEDURE

When Panel members meet with their assigned mentors, they should ask to see samples of the items listed on the Review of Records form. The purpose is to understand the system used by the mentor to monitor and document the intern's progress. The Review of Records also provides the mentor an opportunity to provide feedback to the CIT Governing Panel about the structure and procedures of the mentoring program.

Mentors will bring for you **to REVIEW** (but NOT TO SUBMIT—**DO NOT COLLECT!**):

- ☐ Intern Log (spiral notebook or equivalent).
- ☐ Observation/Conference Feedback
For example, the Collaborative Mentor-Intern Feedback Forms, or other written feedback.
- ☐ Copies of Status Reports, Intern Reports on Mentor, Peer and Panel Observation Reports, and any other relevant paperwork.

COLLECT the following items at your Review of Records meeting:

- ☐ Mentor Calendar from the CIT Google Classroom
Mentors are asked to print out a copy, or if they show it to you from their laptop/tablet/phone, please indicate..
- ☐ Mentor PD Log (written or typed list of PD attended this year)
- ☐ Intern Final Reports, signed by Mentor and Interns.
This is for the second part of the meeting, the Review of Intern Final Reports (see p. 23).
Mentors are asked to send reports to you (unsigned is fine) in advance of your meeting. They should bring a hard copy with signatures to the meeting to submit.

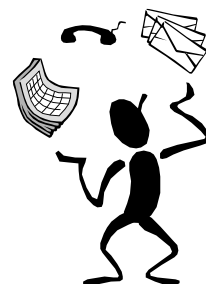
Each review should take approximately 15 minutes. The form should act as a roadmap as you write notes about each point. Please remember that there are a variety of methods for organizing files and having adequate records.

CIT Panel Members must complete a Review of Written Records form for each Mentor (see below). Please complete the form fully by:

- Filling in the relevant information for **each item listed** on the form;
- Including any relevant comments/suggestions/mentor input in the spaces provided;
- Rating the Mentor's Record-keeping; and
- Making sure both you and the Mentor sign the form after completing the review.

CIT Panel Members should allow the Mentor to see the form that has been filled out and then have the mentor sign it during the meeting.

At the same meeting, CIT Panel Members should **review, sign, and collect** the Mentor's Intern Final Reports (see p. 23).



Career In Teaching Program - Review of Written Records

Note: This review is to be completed by a CIT Panel Member for inclusion in the CIT file.

Lead Teacher Assigned as Mentor _____ Date of Review _____

Reviewed by _____

<u>Records</u>	<u>Comments</u>
Calendar *submit to Panel Member	<input type="checkbox"/> Printed and Submitted today. <input type="checkbox"/> Updates monthly on CIT Google Classroom. <input type="checkbox"/> Will update by _____. <input type="checkbox"/> Was unaware of requirement or unable to complete.
Mentor Log (Mentor's green spiral or equivalent, notes, correspondence, etc.)	
Written Feedback for Intern (Feedback forms, etc.)	
Copies of Intern Status Reports, Intern Reports on Mentor, and Status Report Reviews	<input type="checkbox"/> Complete and Submitted <input type="checkbox"/> Missing Items (explanation) <input type="checkbox"/> Organized Record-keeping
Professional Development Log (Workshops attended and/or presented) *submit to Panel Member	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Mentor PD Log Total Hours _____ <div>Notes on Mentor PD:</div> </div> Attach PD Log to this form.
Panel Observation	<input type="checkbox"/> Conducted by _____ Date: _____ <input type="checkbox"/> Not conducted (explanation)
Peer Observation	<input type="checkbox"/> Conducted by _____ Date: _____ <input type="checkbox"/> Not conducted (explanation)
Mentor Self-Assessment (for New Mentors only) *submit to Panel Member	<input type="checkbox"/> Submitted today <input type="checkbox"/> Already sent to CIT <input type="checkbox"/> Will send to CIT by June 15 th
Intern Final Reports *submit to Panel Member	<input type="checkbox"/> Reports Ready to Review <input type="checkbox"/> Missing Reports (explanation)
Other Comments	

Quality of Written Records

☐ Proficient
 ☐ Needs Improvement

CIT Reviewer's Signature: _____ Date: _____

LT/Mentor's Signature: _____ Date: _____

A LT-Mentor may attach a written response to this form. Please return signed form to CIT Office, CO-2.

Find blank forms at the CIT website Governing Panel Resources page: www.rcsdk12.org/Page/44558.

CIT Panel End of Year Review of Mentor Records and Intern Final Reports (continued)

REVIEW OF INTERN FINAL REPORTS PROCEDURE

The purpose of reviewing the “Intern Final Reports” with the mentors at this meeting is to make sure that the CIT Governing Panel has sufficient information to forward the mentor’s recommendation to the Superintendent and RTA President. After discussing the recommendation with the mentor, the Panel Contact fills out a “Recommendation for Continued Employment” cover sheet to attach to each “Intern Final Report.” Electronic forms are available at the CIT website: www.rcsdk12.org/Page/44558.

At the Review of Records meeting, CIT Panel Members should do the following:

1. **Collect Intern Final Report(s) from each Mentor.** Some Mentors may have turned in some reports to the CIT Office if the Internship was completed earlier in the year.
2. **Sign the Intern Final Report** in the space provided. Make sure the Mentor and Intern have signed as well.
3. **Read over the Intern Final Report(s) and ask clarifying questions** to help mentors to summarize their experiences with Intern(s) and to support their recommendation about the Intern’s continued employment. Some helpful guiding questions might include:
 - What is the Mentor’s overall recommendation and what are the main reasons for that recommendation?
 - What are some ways that the Intern demonstrated growth in planning/preparation, instruction, learning environment, and/or professional responsibilities/growth?
 - How does the school administration perceive the Intern?
 - What are the most significant strengths/accomplishments of the Intern?
 - What should the professional learning focus of the Intern going forward?
4. **In cases of “Not Recommend,”** query the Mentor to get a precise sense of how the Intern is functioning at an Ineffective level and document this. **Write “Not Recommended” in the space for “Special Notes”** at the top of the “Recommendation for Continued Employment” cover sheet.
5. Complete the heading on the **“Recommendation for Continued Employment”** cover sheet for each Intern and check the appropriate box in the contract area. **PLEASE USE A SEPARATE FORM FOR EACH INTERN.**
6. In filling out the **“Recommendation for Continued Employment”** cover sheet, please limit yourself to writing in the area on the front of the form. You may choose to summarize the recommendation in a paragraph or two, or you may choose to supply a bulleted list to support the recommendation.
7. In cases where you have **special recommendations** (such as “continued mentor services”), please note these recommendations **in the space for “Special Notes” at the top of the form.**
8. **Sign and date the “Recommendation for Continued Employment” cover sheet; attach to the Intern Final Report.**

CIT Panel Recommendation for Continued Employment (Blank)

Special Instructions: _____

Career in Teaching

To the Superintendent of Schools and RTA President: Recommendation for Continued Employment

Intern's Name: _____ School: _____

Certification: _____ Mentor's Name: _____

Appointment type ☐ Probationary ☐ Contract Substitute ☐ Other (describe below)

Based on formal documentation of the intern's performance, the CIT Panel makes the following recommendation:

**For Probationary Teacher
or Contract Substitute:**

- ☐ This intern is highly recommended for future employment.
☐ This intern is recommended for future employment.
☐ This intern is **not** recommended for future employment.

Brief Comments based on Intern Final Report and Review with Mentor:

For the CIT Panel: _____ Date: _____
(Signature)

This form should be attached to the Intern's Final Report by the CIT Panel Contact and returned to the CIT Director.

CIT Panel Recommendation for Continued Employment (Samples)

Career in Teaching

To the Superintendent of Schools and RTA President: Recommendation for Continued Employment

SAMPLE OF HIGHLY RECOMMEND:

Brief Comments based on Intern Final Report and Review with Mentor:

- Significant growth in applying expeditionary learning strategies. Lessons more student-centered and more able to encourage student participation.
- Showed growth in use of checks for understanding. Effective use of technology.
- Calm, nurturing manner; preventative and sensitive responses to student behavior and developed positive relationships with his students.
- Mentor reports that he “turned around” a group of challenging bilingual students (many with IEPs).
- Worked really hard all year—a true reflective professional.

SAMPLE OF RECOMMEND with continued support:

Brief Comments based on Intern Final Report and Review with Mentor:

- Additional semester (at least) of Intern-level support recommended by Mentor.
- 16 years in the district as a Teaching Assistant. Challenging first year as a teacher.
- Would be better placed with older students.
- Worked hard to establish stable classroom environment and to stay on pace with building colleagues despite challenging students and changing support staff.
- Worked hard, shown growth in developing lesson plans; students have shown academic progress.
- Needs improvement on tracking that progress and taking ownership of student learning by exploring a wider range of engaging activities.
- Mentor optimistic for success with decent placement and appropriate ongoing support.

SAMPLE OF NOT RECOMMEND:

Brief Comments based on Intern Final Report and Review with Mentor:

- Not recommended due to inconsistent growth
- Recommendation based on over 35 classroom visits and 39 conferences.
- Mentor has modeled some lessons & strategies; support from Math Coach, Reading & ESOL Teacher.
- Struggled to incorporate student interest or development when planning with Core Curriculum.
- Pacing does not allow for students to ask questions. No use of assessment data to drive instruction.
- Routines and rituals inconsistent. Classroom environment often not safe or respectful.
- Has made attempts to improve in this area, but students still off task, not engaged in learning.
- Has attempted some behavior plans to manage student behavior that have worked temporarily, but much instructional time still lost dealing with behavior issues.
- Lessons mainly consist of worksheets or packets. Implementation of suggestions has been unsuccessful without consistent follow through when student don’t understand her explanation or don’t cooperate.
- Recent improvement in lining up to exit room.
- Administrator has not expressed concerns to the mentor.

Mentor Application and Interview Process

CIT Lead Teacher-Mentor positions are posted in the bulletin “Job Postings” in December. Candidates are interviewed in February and March, and the Panel makes its selections in April. There is training over the summer on peer coaching and CIT procedures, and then Lead Teacher-Mentors are “activated” based on need.

The job description, application, and reference forms can be found at the CIT Website: www.rcsdk12.org/CIT. For new mentor applications, SIX confidential references are required, including current principal and RTA Building Representative. The process for interviews begins in February:

- **Interview Teams** of two CIT Panel members (one teacher and one administrator) will conduct interviews with all candidates. Teams will receive copies of the interview questions, scoring rubrics, and “Applicant Summary” page (see below) as part of the Mentor Applicant Folder.
- Once the team determines when and where they are going to conduct the interviews, one of the team members should **email the applicants** to inform them of their scheduled interview time, date and place.
- Applicants receive an email informing them that CIT has received the application and that they will be contacted soon for an interview. Applicants are told that time is limited, but that they will have a brief opportunity to share samples of work that illustrate their teaching practice. This is not required, but applicants may bring these artifacts to the interview if they wish.
- Teams should review the contents of the applicant file. All evidence in the application folders must be treated as **extremely confidential**. Preliminary scores will have been assigned for the applicant’s statement and references, but please review these documents and feel free to add your input on the blue “Applicant Summary” sheet. If an applicant consents to having the Panel review his or her evaluation, it is included in the applicant’s file with the applicant statement and references.
- Please offer the question card for the applicant to review before asking the questions. Take interview notes on the question forms provided. After the interview, use the “Interview Rubric” page to “score” the applicant’s answers. After reaching consensus, or computing the average of your interview rubric totals, **please record that number on the “Applicant Summary” page in the “Interview Results” box.**
- Also on the “Applicant Summary” page, **please record “Yes” or “No” in the “Recommendation by Interview Team” box.** Please **add any summary comments and sign at the bottom of the page.**
- Place all notes, rubrics, and other items back in the applicant’s folder and return to the CIT Program Director in advance of the late April Panel Meeting. At that time, Interview Teams will present the interview results and recommendations for Panel discussion.

LEAD TEACHER-MENTOR APPLICANT SUMMARY

Applicant Name:		Tenure Area:		Years Experience:
		School:		
References	Statement	Interview Results	Evaluation	
Principal: <input type="checkbox"/> Highly recommends (2) <input type="checkbox"/> Recommends (1) <input type="checkbox"/> Concerns: (0) RTA Rep: <input type="checkbox"/> Highly recommends (2) <input type="checkbox"/> Recommends (1) <input type="checkbox"/> Concerns: (0) Teachers/Others: <input type="checkbox"/> Highly recommends (2) <input type="checkbox"/> Recommends (1) <input type="checkbox"/> Concerns: (0)	<input type="checkbox"/> Clear reasons, Strong examples (3) <input type="checkbox"/> Basic statement, examples (2) <input type="checkbox"/> Weak statement, examples (1) <input type="checkbox"/> Inappropriate or absent statement, examples (0)	Average score of Interview Team using Mentor Interview Rubric (attached).	Professional Practice Review ("RCSD Performance" rating) <input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Developing (1) <input type="checkbox"/> Ineffective (0)	
APPLICANT'S SCORES:				
POSSIBLE SCORES:				
6	3	24	3	
TOTAL SCORE (out of 36 possible):				
RECOMMENDATION BY INTERVIEW TEAM:			<input type="checkbox"/> YES <input type="checkbox"/> NO	

COMMENTS:

Mentor Reapplication Process

CIT Lead Teacher-Mentors serve for a two-year term. A Mentor whose term is up in June may complete the online Mentor Reapplication to renew their position for another term. It is due by the end of January. The application consists of questions about the re-applicant's work as a mentor that require detailed written answers.

The CIT Office will collect a confidential reference from the current principal and RTA Building Representative of the re-applicant.

- Two CIT Panel members read each mentor reapplication and score it on a rubric
- The CIT Director provides a rating of the mentor's performance that considers:
 - the quality of mentor support (according to interns, administrators, CIT Panel observers),
 - timely completion and quality of written records,
 - attendance at mentor forums, etc.
- These "scores" are combined with confidential references and teacher performance evaluation to determine a "Rubric Score." The "Rubric Score" is used to determine if the re-applicant will:
 - Be renewed as a Lead Teacher-Mentor for another two-year term,
 - Be Required to Interview with an Interview Team from the CIT Governing Panel, or
 - Not be renewed as a Lead Teacher-Mentor.
- If an interview is required, it will follow a similar procedure as with new mentor interviews, but with different questions. All notes, rubrics, and other items from the interview should be placed back in the applicant's folder and returned to the CIT Program Director in advance of the next CIT Panel Meeting. At that time, Interview Teams will present the interview results and recommendations for Panel discussion.
- All evidence in the application folders must be treated as **confidential**.

2024-2025 CIT GOVERNING PANEL CALENDAR

All meetings of the CIT Governing Panel will take place via [Microsoft Teams](#) or at the RTA Office on Monday afternoons, beginning at 4:00 p.m., unless otherwise noted, and usually ending by 5:30 p.m.

September 23, 2024 [IN PERSON](#) @ **RTA Office Large Conference Room**, 30 N. Union Street, 3rd floor
FIRST MEETING: Meet fellow Panel members, review program evaluation results, set program priorities, receive mentor assignments, and review other agenda items.

October 22, 2024 (TUESDAY Meeting) on [Microsoft Teams](#)

November 18, 2024 on [Microsoft Teams](#) (different link for Mentor Forum) @ 5:30 p.m.

You will have the opportunity to meet with your mentors at their on-line Mentor Forum. The mentors will meet from 4:00-5:30. Please plan to arrive by 5:30 to meet with your assigned mentors in your assigned Breakout Room.

You may begin to review Fall Status Reports from your Mentors with Interns.

You should begin to schedule your CIT Mentor Panel Observations; complete by March 31st.

November 25, 2024 on [Microsoft Teams](#)

December 16, 2024 on [Microsoft Teams](#)

Please have your Fall Status Report Reviews completed and submitted.

January 27, 2025 on [Microsoft Teams](#)

March 3, 2025 on [Microsoft Teams](#)

We will review Current Mentor Reapplications and begin the New Mentor Interview Process.

After March 24th you may begin to review Spring Status Reports from your Mentors with Interns.

March 31, 2025 on [Microsoft Teams](#)

We will review nominations for Intern of the Year.

We will review New Mentor Applications.

Please complete and submit all CIT Mentor Panel Observation reports.

April 21, 2025 on [Microsoft Teams](#)

Please have your Spring Status Report Reviews completed and submitted.

We will review CIT Panel recommendations for New Mentor applicants.

We will review cases of Interns not recommended for continuation by Administrators or Mentors.

May 5, 2025 (if needed) on [Microsoft Teams](#)

We will review cases of Interns not recommended for continuation by Administrators or Mentors.

May 19, 2025 - (Temple B'rith Kodesh, 2131 Elmwood Avenue, 4:00-7:00 p.m.)

Join the mentors in celebrating their work and honoring the Interns of the Year. Stay for dinner!

Please schedule to meet with your assigned mentors to conduct the Review of Mentor Records and to review Intern Final Reports by June 6^h.

May 27, 2025 (TUESDAY meeting if needed) on [Microsoft Teams](#)

We will finalize decisions about New Mentor applicants and review any unresolved cases of Interns not recommended for continuation by Administrators or Mentors.

June 6, 2025 *TENTATIVE: CIT Mentor/Intern Social, Time & Location TBD, RSVP will be requested*

June 9, 2025 [IN PERSON](#) @ **RTA Office Large Conference Room**, 30 N. Union Street, 3rd floor

Please submit Reviews of Mentor Records and Recommendations for Continued Employment with the Intern Final Reports.