



CIT Monday Mentor Forum

November 17, 2014

Welcome Back!

To help us resume our discussion of “Engaging Students in Learning,” please complete the two sentences on the green paper:

I know students/clients are engaged when they ...

We encourage student engagement when we ...





CIT Mentor Forums 2014~2015

1. **Strengthening Student Engagement**
(practicing peer coaching skills to help interns reflect and develop strategies that genuinely engage kids),
2. **Igniting and Sustaining our Passion for Teaching**
(and passing that torch to our interns), and
3. **Building Cultural Competence**
(addressing issues of diversity and poverty, and building our interns' capacity to develop culturally responsive teaching practices).





Today's Essential Questions

How might we use peer coaching skills and “learning-focused conversations” to help teachers strengthen Student Engagement?

How might we generate reflection and discussion toward a greater understanding of complex issues involved in the effective teaching of racially, ethnically, and economically diverse students.



If you have been activated and are working with an Intern, have you . . .

- Completed a Status Report for each intern, discussed it with the Intern, and submitted it with the proper signatures.
- Submitted each Status Report and Intern Report on Mentor, or filled out (or sent Stefan) a Status Report Extension form?
- Submitted your monthly Calendar to Stefan for October?
- Contacted your Intern's Supervising Administrator every month (not for Professional Support)?





We defined engagement with the Danielson rubric . . .

2014-2015
Rochester City School District

TEACHER EVALUATION GUIDE

Annual Professional Performance Review
A Framework for Professional Practice
September, 2014

- Cognitive challenge, thinking, reflection, and closure (“minds-on”)
- Intellectually active vs. “compliant”
- Student interest, enthusiasm, motivation, persistence

Domain 3: Instruction

Indicators for Component 3c include:

- *Student enthusiasm, interest, thinking, problem-solving, etc.*
- *Learning tasks that require high-level student thinking and invite students to explain their thinking*
- *Students highly motivated to work on all tasks and are persistent even when the tasks are challenging*
- *Students actively “working,” rather than watching while their teacher “works.”*
- *Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection*

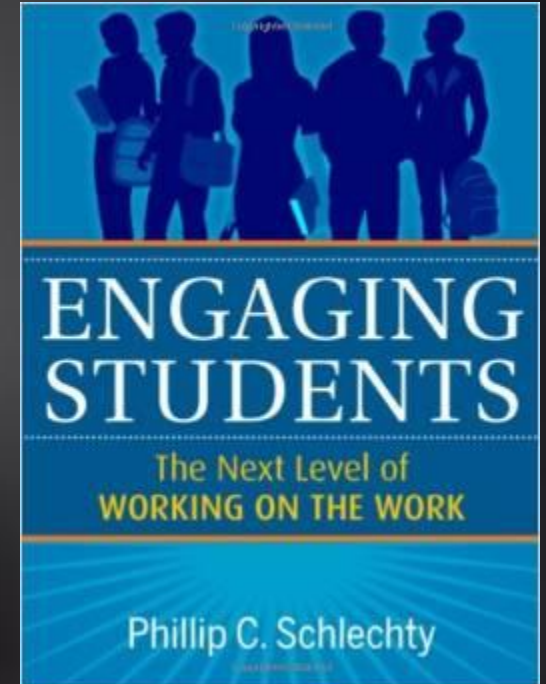


Other research, professional development...

Phillip Schlechty, *Engaging Students*

ENGAGEMENT DEFINED

1. The engaged student is attentive, . . .
2. The engaged student is committed. . . .
3. The engaged student is persistent. . . .
4. The engaged student finds meaning and value in the tasks that make up the work.



Domain 3: Instruction

Component 3c: Engaging Students in Learning

Remember to begin with the Descriptors and Critical Attributes for the “Effective” category.

DOMAIN 3: INSTRUCTION	
3c Engaging Students in Learning	
HIGHLY EFFECTIVE	EFFECTIVE
<p>Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>
CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<p>In addition to the characteristics of “effective”</p> <ul style="list-style-type: none">• Virtually all students are intellectually engaged in the lesson.• Lesson activities require high-level student thinking and explanations of their thinking.• Students take initiative to improve the lesson by (1)suggesting a learning task to make it more meaningful or relevant to their needs, (2)suggesting modifications to the grouping patterns used and/or (3)suggesting modifications or additions to the materials being used.• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	<ul style="list-style-type: none">• Most students are intellectually engaged in the lesson.• Most learning tasks have multiple correct responses or approaches and/or demand high-order thinking.• Students are invited to explain their thinking as part of completing tasks.• Materials and resources support the learning goals and require intellectual engagement, as appropriate.• The pacing of the lesson provides students the time needed to be intellectually engaged.• The teacher uses groupings that are suitable to the lesson activities.

Domain 3: Instruction

Component 3c: Engaging Students in Learning

Remember that we expect Interns to be operating at the "Developing" Level.

DOMAIN 3: INSTRUCTION	
3c Engaging Students in Learning	
DEVELOPING	INEFFECTIVE
<p>The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students, and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure, however, the pacing of the lesson may not provide students the time needed to be intellectually engaged, or may be so slow that many students have a considerable amount of "downtime."</p>	<p>The learning tasks/activities, materials, and resources, are poorly aligned with the instructional outcomes, or require only rote responses. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>
CRITICAL ATTRIBUTES	CRITICAL ATTRIBUTES
<ul style="list-style-type: none">• Some students are intellectually engaged in the lesson.• Learning tasks are a mix of those requiring thinking and recall.• Student engagement with the content is largely passive, learning primarily facts or procedures.• Students have no choice in how they complete tasks.• The teacher uses different instructional groupings, these are partially successful in achieving the lesson objectives.• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.• The pacing of the lesson is uneven, suitable in parts, but rushed or dragging in others.	<ul style="list-style-type: none">• Few students are intellectually engaged in the lesson.• Learning tasks/activities/materials require only recall or have a single correct response or method.• The instructional materials used are unsuitable to the lesson and/or the students.• The lesson drags, or is rushed.• Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.



Practice working with our interns . . .

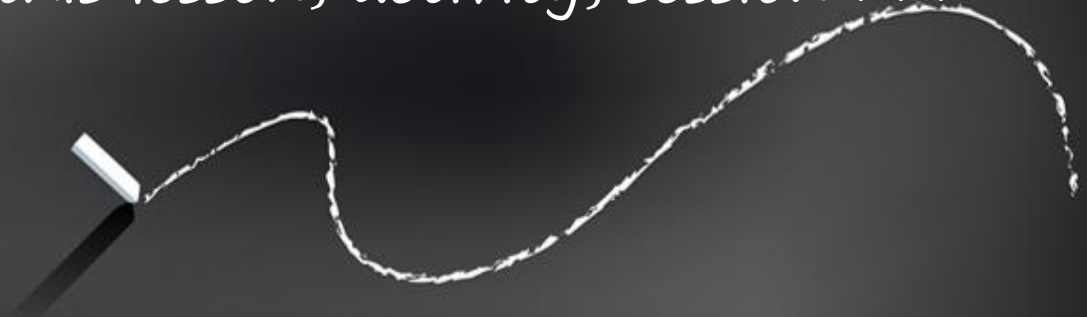
- Think about an experience you have witnessed in school when you felt that the teacher's students were **NOT** engaged.
- Picture what you saw. Think about where you were, where the teacher was, what was the lesson, the topic, the activity, and whatever details you can remember about this experience.



Teacher B = The “Teller”

Include:

- The context: where you were, what was the lesson activity (or what was the non-teaching counseling situation), who were the students.
- What happened:
 - What student behaviors you observed that demonstrated students were not engaged.
 - What teacher/counselor... behaviors you observed that contributed to that lack of student engagement
- The outcome of this lesson, activity, session . . .



Teacher A = The “Listener”

*Just receive the story. Listen attentively.
Do not speak. Do not reply or contribute
or respond out loud to the story you hear.
Don't ask questions or interrupt.*

*You will not be sharing this story with
anyone else. You will not have to retell it.*



Post-observation Conference

Going into role:

Teacher B (first "Teller") = Intern

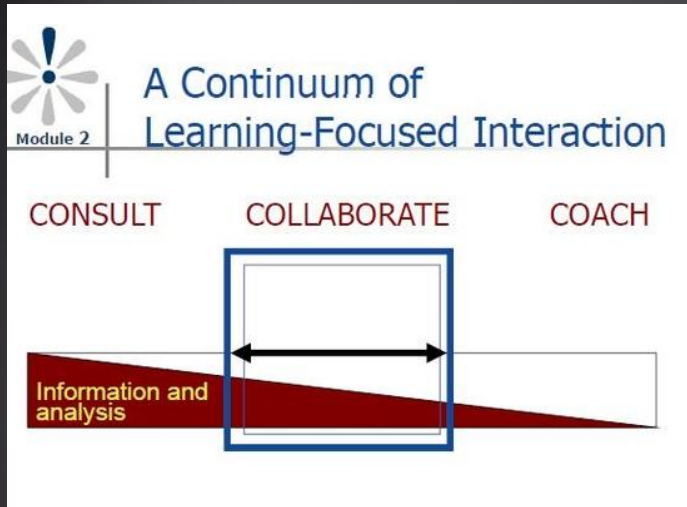
Teacher A (first "Listener") = Mentor

Stay in role until we debrief.

Focus on "Engaging Students in Learning"



Post-conference . . .



- Paraphrasing
- Probing Questions
 - How might you . . . ?
 - What are some . . . ?
- Rubrics as Third Point
- Goal-setting
- Feedback Form



Career In Teaching (CIT) Program

- Overview
- CIT Events Calendar
- Research Conducted by Harvard that includes the CIT Program
- **CIT Lead Teacher-Mentor Resources**
- CIT Lead Teacher Application Forms
- Teacher Evaluation Guide
- Tuition Reimbursement
- Information about requirements for Professional Certification
- Link to NYS Dept of Education TEACH online services
- Photos of Mentors and Interns
- APPR: Teacher Evaluation A Framework for Professional Practice
- Link to NYSED Office of Teaching Initiatives Professional Development Requirements
- Contact CIT

At the CIT Website . . .

The screenshot shows the website for the Rochester City School District's Career In Teaching (CIT) Program. The header includes the district logo, name, and social media links. The navigation menu highlights 'Departments'. The main content area features a sidebar with a list of links, where 'CIT Lead Teacher-Mentor Resources' is highlighted with a red box. The main text describes the program's history and goals, accompanied by a photo of a teacher and an intern. A list of mentor responsibilities is provided below the text.

Rochester City School District

Join Parent Email List | Parent ConnectXP | Facebook | Staff Intranet

Home | About Us | Board of Education | Community | **Departments** | Media | Parents | Schools | Employment | Calendar


Rochester City School District | Departments | Career In Teaching (CIT) Program

Career In Teaching (CIT) Program

- Overview
- CIT Events Calendar
- Research Conducted by Harvard that includes the CIT Program
- **CIT Lead Teacher-Mentor Resources**
- CIT Lead Teacher Application Forms
- Teacher Evaluation Guide
- Tuition Reimbursement
- Information about requirements for Professional Certification
- Link to NYS Dept of Education TEACH online services
- Photos of Mentors and Interns
- APPR: Teacher Evaluation A Framework for Professional Practice
- Link to NYSED Office of Teaching Initiatives Professional Development Requirements
- Contact CIT

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.



In order to be eligible for Professional Certification, all teachers with Initial Certification are required by New York State to receive mentoring during their first year of teaching. First year teachers, called Interns, are paired with mentors based on common certification areas. Mentors provide intensive support to new teachers, guided by the four Domains of the Danielson "Framework for Teaching": Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities (see *Teacher Evaluation Guide*). Some of a mentor's responsibilities include the following:

- Provide oral and written feedback on classroom observations of Intern
- Provide sample daily lessons and discuss long range plans
- Explore a variety of classroom management techniques
- Provide demonstration lessons for Intern
- Assist Intern in the use of technology in the classroom
- Assist Intern with parent-teacher conferencing skills
- Examine Common Core teaching standards and direct classroom application
- Set up classroom observations of veteran teachers at a variety of sites
- Examine student work and discuss student assessment techniques
- Jointly attend workshops and conferences
- Assist Intern in the use of community speakers, organizations and other resources
- Help Intern to prepare for standardized testing
- Discuss teacher certification requirements
- Discuss appropriate interaction with colleagues and supervisors
- Explore professional opportunities

Cultural Competence & Culturally Responsive Teaching



Rochester City School District by the Numbers

Student Population

60.1% African American/Black

25.6% Hispanic

10.2% White

4.1% Asian/Native American/East Indian/Other

- 84% eligible for free/reduced-price lunch
- 16.5% with special needs
- 10% with limited English proficiency
- 87 different languages
- 22% of schools at 90% poverty or higher
- Highest poverty rate among NYS Big 5 districts

Cultural competence is the ability to successfully teach students who come from cultures other than our own. It entails developing certain personal and inter-personal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching. (Diller, J.V. and Moule, J., 2005)

Upcoming dates:

For NEW MENTORS

Learning-focused Conversations

Monday, December 1st

RTA Conference Room, 3rd floor, 30 N. Union St.



For our next Forum in January . . .

- Have a conversation with your Intern to define “Student Engagement.”
- Begin scheduling your Peer Observation and your CIT Panel Contact Observation.
- Mid-year Ineffective Reports
- Continue practicing peer coaching skills and the Framework rubrics to help teachers reflect and set goals around engaging students in learning.
- Consider addressing “Cultural Competence” on your own and with your Interns.

