



CIT Monday Mentor Forum

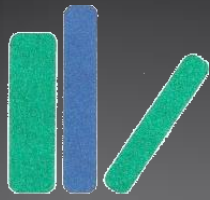
September 15, 2014

Think about an experience you had in school when you felt that your students were genuinely engaged.

Welcome!

Picture what was happening. Think about where you were, what was the lesson, the topic, the activity, and whatever details you can remember about this experience.





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September 15, 2014

How do you know?

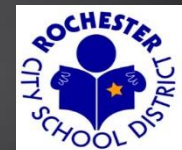
On one side of an index card . . .

LIST the specific, observable student behaviors and/or products (“evidence”) that demonstrated that students were engaged.

What did you do?

On the other side of the index card . . .

LIST the specific things that you did—ahead of time or in that moment—that engaged the students.



Share with a partner...

On one side of an index card . . .
LIST the specific, observable student behaviors and/or products (“evidence”) that demonstrated that students were engaged.

On the other side of the index card . . .
LIST the specific things that you did—ahead of time or in that moment—that engaged the students.

Look for . . .

Commonalities

Differences

Surprises

Insights



CONVERSATION STARTER:

What does engagement look like
and feel like for *you*?

1. *Introductions*

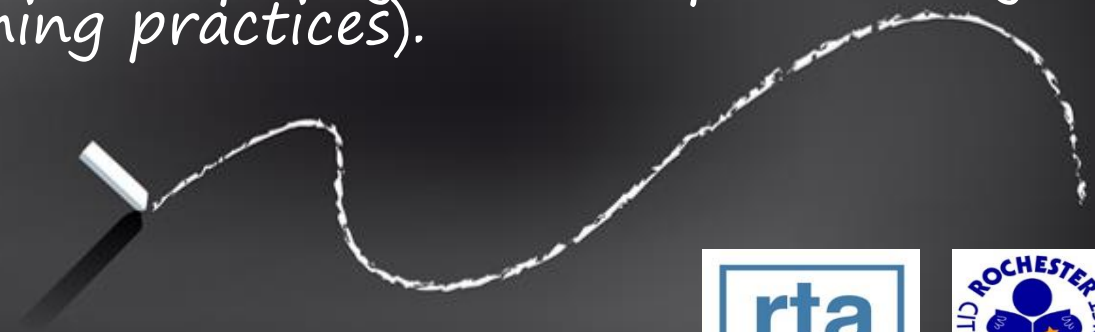
2. *Generate a list of words or phrases
that describe how you feel
when you are “engaged.”*

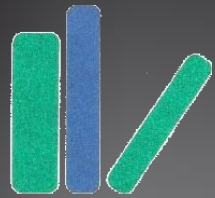




CIT Mentor Forums 2014~2015

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).





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September 15, 2014

Welcome!

Dr. Adam Urbanski

Dr. Bolgen Vargas

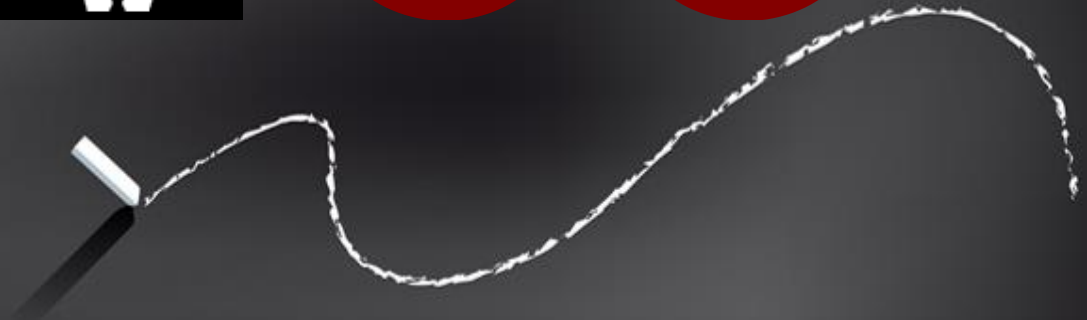
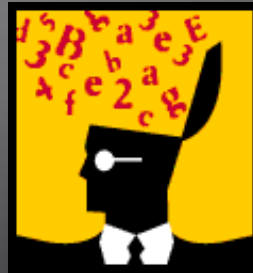


...passing of the ...




Ground Rules

- *Respect*
(for this work, ideas, time, space, each other)
- *Participation and Focus (vs. electronics)*
- *Open Minds*
- *Others?*



Have you . . .

- Completed your Mentor Data sheet?
 - Submitted your Intern or Professional Support Data Sheet?
 - Given your Intern or PS Teacher a copy of the "Guidebook?"
 - Contacted your Intern's Supervising Administrator (not for PS)
 - Started Keeping a Log
 - Started Keeping a Calendar (to submit monthly)
 - Picked up your copy of the Classroom Management Book for your Intern, and a CIT Mentor Log for you?
- 

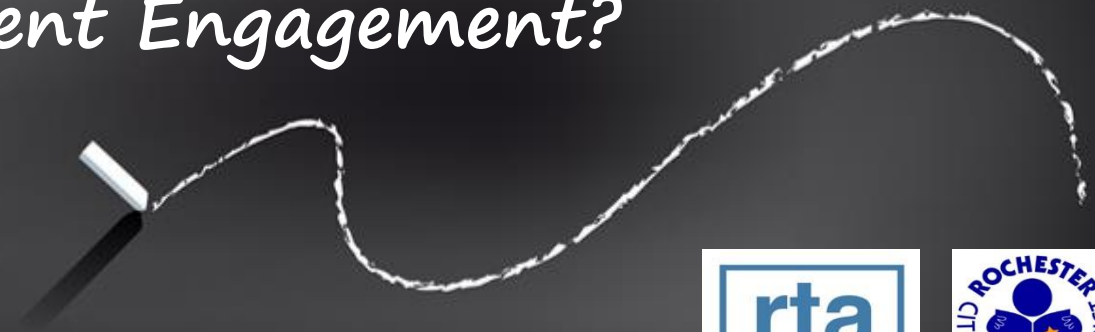


Today's Essential Questions

How might we deepen our understanding of Student Engagement and use the Framework for Teaching to help teachers strengthen Student Engagement in classrooms?

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

What are some classroom strategies that encourage Student Engagement?



Domain 3: Instruction

Component 3c: Engaging Students in Learning

Your annotation could include:

- anything you find interesting, surprising, confusing;
- your personal reactions to the text;
- examples to illustrate the ideas presented, perhaps from your own experience;
- connections to other aspects of teaching and learning;
- questions for the authors of this text; or
- any other relevant comment.




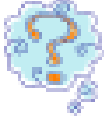
DOMAIN 3: INSTRUCTION 3c Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are deepening their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of teacher-arranged choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are designed to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. While students may be physically active (e.g., using manipulative materials in mathematics or marking a map in social studies), it is not essential that they be involved in a hands-on manner. It is however, essential that they be challenged to be "mind-on."

Process what you read
with others at your table. . .

 Confirm	 Challenge	 Extend
 Questions?		

Domain 3: Instruction

Elements of Component 3c are:

- *activities and assignments*
- *grouping of students*
- *instructional materials and resources*
- *structure and pacing*



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*



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.



Refer to the index card you filled out earlier . . .

On one side of an index card . . .

LIST the specific, observable student behaviors and/or products (“evidence”) that demonstrated that students were engaged.

On the other side of an index card . . .

LIST the specific things that you did—ahead of time or in that moment—that engaged the students.

Find the rubric language that aligns with the items on your lists.

Share with a partner.

Discuss with the table:

- Commonalities
- Differences
- Surprises
- Insights

Implications?



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.

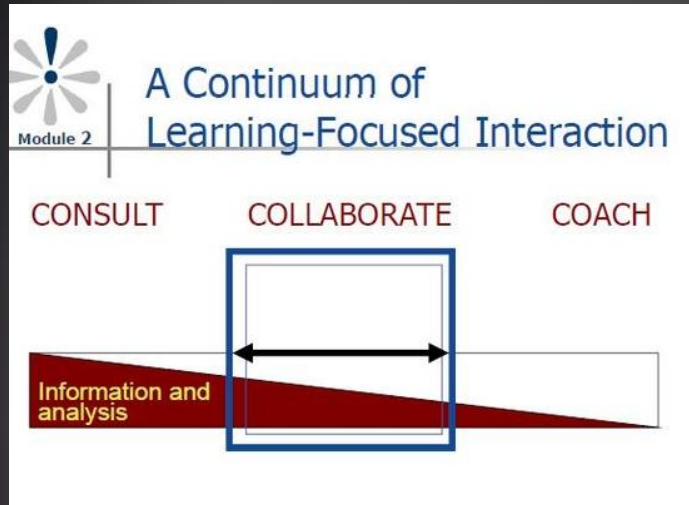


Practice working with our interns . . .

- 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.



Post-conference . . .



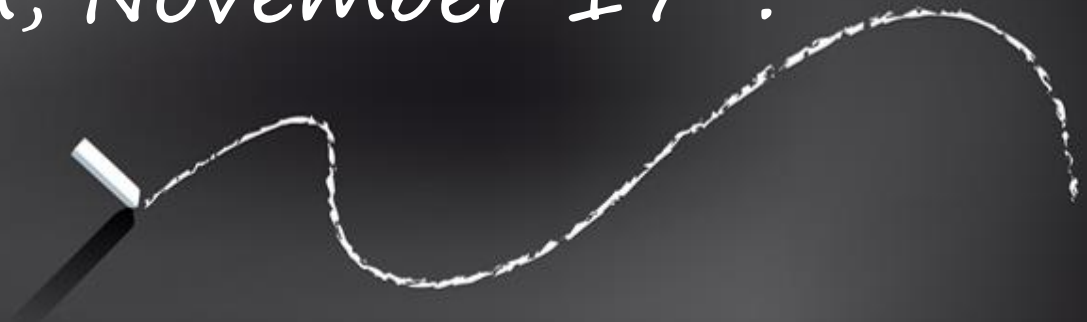
1. Volunteer describes the scenario where students were *NOT* engaged.
2. Volunteer in role of Intern
3. Partner in role of Mentor at post-conference

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

Consult Mode: TABLE BRAINSTORM

What are some strategies that you feel consistently succeed in engaging students; and that you might suggest for your interns?

Please encourage your intern to try one of these strategies by our next Forum, November 17th.



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 (Email List, ConnectXP, Facebook, Staff Intranet). The navigation menu lists Home, About Us, Board of Education, Community, Departments, Media, Parents, Schools, Employment, and Calendar. The main content area features a sidebar with a list of links, including 'Career In Teaching (CIT) Program' which is highlighted. The main content area has a heading 'Rochester's Career in Teaching (CIT) Program' and a photograph of three women in a classroom setting. Below the heading is a paragraph describing the program's history and goals, followed by a list of mentor responsibilities.

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

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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

Other folder items:

- *Action Research information*
- *Opportunity at Nazareth for Interns and Veteran Teachers*
- *Mentor Timeline*
- *CIT Day Procedures*
- *Quick Glance Teachscape Rubric*



Upcoming dates:

For INTERNS :


New Teacher Orientation
Saturday, October 18th
Freddie Thomas High School

For PEER REVIEWERS

Peer Review Forum
Monday, September 22nd
NYSUT Building, First Floor, 30 N. Union St.

For NEW MENTORS

Learning-focused Conversations
Monday, October 20th
RTA Conference Room, 3rd floor, 30 N. Union St.



Next All-Mentor Forum, November 17th

Agenda (subject to change):

- Work more on deepening our understanding of Student Engagement.
- Analyze the Strategies suggested for your interns – Discuss research-supported strategies
- Address cultural competence as an essential ingredient for engaging students in learning.
- Continue practicing how to use peer coaching skills and the Framework rubrics to help teachers reflect and set goals around engaging students in learning.



Was this session engaging?

Please complete the
evaluation survey you will
receive in your email.



Your Tasks at Dinner

1. Add to your table's list of effective strategies to Engage Students in Learning.
2. Set a Goal for yourself as a mentor for this year and discuss it with colleagues. How does your goal connect to the Framework for Teaching and to our Themes for the year?

