Welcome Back!

Please fill out both sides of the “Name Plate” in your folder.

When you are finished, fold along the dotted line and set it on the table to indicate you are finished.

4:00 Celebrating our Strengths
4:20 Conversation: Igniting and Sustaining a Passion for Teaching
4:50 Supporting Each Other with the Work
5:20 What’s New for CIT in 2015-2016 (and What’s Not)
5:50 Dinner Task: Designing our CIT Mentor Professional Learning
6:40 Updates and Wrap-Up
7:00 Good night!

Please fill out both sides of the “Name Plate” in your folder.

When you are finished, fold along the dotted line and set it on the table to indicate you are finished.
Ground Rules

• Respect
  (for this work, ideas, time, space, each other)

• Participation and Focus (vs. electronics)

• Open Minds
Celebrate our Strengths!

One at a time, introduce yourself to the table and turn your Name Plate around to reveal your illustration of a “Strength” you bring to your mentoring work.

See if the others at your table can guess what it is!

One minute per person.
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).
Igniting and Sustaining our Passion for Teaching  
(and passing that torch to our Interns)

Please think about a teacher you have had or a (colleague you have worked with) who you believe had a genuine passion for teaching kids.

Share and discuss with a partner: 

What makes you say that?

How do you know that this person had a passion for working with kids?  

What did that passionate teacher or colleague do?

What does a passion for teaching look like?
The “Climate” in Public Education

- CCSS or CCLS
- APPR
- NWEA
- ELL Part 154
- SWD
- EPO
- DTSDE

New Statewide Education Standards Require Teachers To Forever Change Lives Of 30% Of Students

SPRINGFIELD, IL—In an effort to hold classroom instructors more accountable, the Illinois State Board of Education unveiled new statewide education standards Friday that require public school teachers to forever change the lives of at least 30 percent of their students.

“Under our updated educator evaluation policy, teachers must make an unforgettable, lifelong impact on at least three of every 10 students and instill a love of learning in them that lasts the rest of their lives,” said chairman James Meeks, adding that based on the annual assessments, if 30 percent of students don’t recall a particular teacher’s name when asked to identify the most influential and inspiring person in their lives, that instructor would be promptly dismissed. “We are imposing these standards to make certain that a significant proportion of students in any given classroom can someday look back and say, ‘That teacher changed the course of my life, making me who I am today, and there’s no way I could ever repay them.’ Anything less is failure.” Meeks also confirmed the implementation of another rule aimed at ensuring that no more than 40 percent of a teacher’s students end up in prison.
MEASUREMENT
Seemingly “Objective”
Discreet Skills
Data Drives Instruction
Simple Accountability

ASSESSMENT
Complex, Nuanced, Contextual
Reliant on Human Judgement
Evidence- & Judgement-Driven
True Engine for Learning
GETTING SCHOoled
THE REEDUCATION OF AN AMERICAN TEACHER
GARRET KEIZER
Supporting Each Other with the Work

1. Discuss Explicitly How to do Model Passion for Teaching
2. Facilitate Ways to Support Each Other
3. Tailor our professional learning to our mentoring needs
Supporting Each Other with the Work

1. Discuss Explicitly How to do Model Passion for Teaching
2. Facilitate Ways to Support Each Other
3. Tailor our professional learning to our mentoring needs

Collect answers from your table (submit one per table):

As teacher leaders, how do we model a passion for teaching for our Interns and colleagues?

How might we ignite and/or sustain our own passion for teaching?
Supporting Each Other with the Work

1. Discuss Explicitly How to do Model Passion for Teaching
2. Facilitate Ways to Support Each Other
3. Tailor our professional learning to our mentoring needs

‘Round the Horn:
Veterans: Take turns going around the table and sharing ONE nugget of wisdom with the rookie.
New Mentor: Pick one question to ask the group and receive their expert answers and advice.
Supporting Each Other with the Work

1. Discuss Explicitly How to do Model Passion for Teaching
2. Facilitate Ways to Support Each Other
3. Tailor our professional learning to our mentoring needs
Supporting Each Other with the Work

1. Discuss Explicitly How to do Model Passion for Teaching
2. Facilitate Ways to Support Each Other
3. Tailor our professional learning to our mentoring needs
What's New in CIT Mentoring This Year?

Our work as Lead Teacher-Mentors is primarily about the relationships we form with the colleagues we support. We must attend fully, listen carefully, and establish trust in order to appropriately coach, collaborate, and consult. We must balance this with a need to structure our support and to document our work. This insures that we make sound decisions and that we can back up those decisions with evidence. As a program, it allows us to make best use of our scarce resources, and to provide data that will demonstrate the effectiveness of our work.

The minor tweaks described below represent an attempt to efficiently provide that structure and documentation without interfering in the most important part of our work: the time we spend mentoring teachers.

1. Please submit Mentor Data using this new on-line form:
   CIT Mentor On-line Data Form.

2. Please submit Intern/Professional Support Teacher Data using this new on-line form: CIT Intern or PS On-line Data Form.

3. Please submit your monthly CIT Calendar by either:
   A. Sending a monthly form (CIT Calendar Input Form) to CIT@rcsdk12.org OR
   B. Submitting calendar items directly using the on-line Google Form: CIT Mentor Calendar Report.

   Please choose ONLY ONE of these calendar reporting options!

4. If you are providing Professional Support Mentoring, please check out “What’s New in Professional Support Mentoring” here: Professional Support Changes-Timeline-Forms

All of these changes, timelines, forms, and the Mentor Handbook can be found at www.rcsdk12.org/CIT on the “CIT Lead Teacher-Mentor Resources” page.

Thank you for all your work on behalf of our colleagues. Your feedback on these little adjustments is welcome and needed. I look forward to hearing from you!

--Stefan, stefan.cohen@rcsdk12.org

CIT is a collaboration between the Rochester Teachers Association & the Rochester City School District.
At the CIT Website . . .
# MENTOR CALENDAR 2015-2016

**MONTH:** September

**DIRECTIONS:** Submit as an email attachment at the end of every month to [CIT@rcsdk12.org](mailto:CIT@rcsdk12.org).

<table>
<thead>
<tr>
<th>Mentor Name</th>
<th>Last Name</th>
<th>First Name</th>
<th>Date</th>
<th>Teacher You are Supporting</th>
<th>Last Name</th>
<th>First Name</th>
<th>Type of Support</th>
<th>Time</th>
<th>Type of Contact</th>
<th>Duration (app. # of minutes)</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohen</td>
<td>Stefan</td>
<td></td>
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</tr>
</tbody>
</table>

*approved by CIT Governing Panel, July 2015*
What’s New about CIT Professional Support?

Professional support mentoring is voluntary, confidential peer coaching with the goal of improving practice. Any teacher may request this support. Every teacher's needs will be unique, and therefore Professional Support mentoring needs to remain flexible and focused. Unlike our work with Interns, the Professional Support mentor does not have an evaluative role. Professional Support is not punitive and in no way indicates that a teacher is "in trouble." Our 2015-2016 procedures for Professional Support will preserve the confidential, flexible, non-evaluative role of the mentor, while providing modest structure to the mentoring process. As a Professional Support Mentor, you must:

- submit the on-line Professional Support CIT Teacher Data Form;
- complete the Professional Support Intake Form with the assigned teacher to identify the focus, goals, and plans for your mentoring work, and send a signed copy to the CIT Office;
- submit monthly the CIT Mentor Calendar form as an email attachment or via the on-line form to the CIT Office;
- maintain frequent contact with the assigned teacher depending on the nature of the support;
- provide feedback:

  - **Resident (Non-Tenured) Teachers:**
    - Provide oral and written feedback.
    - Encourage continuous goal-setting.
    - Use feedback forms.
  
  - **Professional (Tenured) Teachers:**
    - Provide oral feedback, written feedback by request.
    - Encourage continuous goal-setting.
    - Encourage teacher to keep notes when you confer.

- complete the Professional Support Semester Report including (when appropriate) a request to continue with mentor support, and send a signed copy to the CIT Office.

All forms can be found at the CIT Website: www.rcsdk12.org/CIT.

Professional support is a wonderful opportunity to strengthen a teacher’s practice and to strengthen the teaching profession. All teachers should be encouraged to take advantage of this great benefit as part of their Career in Teaching!

Please contact the CIT Director (CTT@rcsdk12.org, 585-262-8541) with questions or concerns. Thank you for your leadership!

CIT is a collaboration between the Rochester Teachers Association & the Rochester City School District.
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Supporting Each Other with the Work

1. Discuss Explicitly How to do Model Passion for Teaching
2. Facilitate Ways to Support Each Other
3. Tailor our professional learning to our mentoring needs

The Next Four Mentor Forums . . .

- Two Hour Sessions
- Smaller Groups in Several Rooms
- Share triumphs, problem-solve, provide support
- Move into Forum “Clinics”
- Focused work on a specific mentoring issue, skill, or challenge
Your Job at Dinner:

Eat, Socialize, Enjoy!

Help Design and Plan our Forum “Clinics”

Why will this topic be valuable for mentors to explore together?

Which mentors would benefit most from exploring this topic?

Mentors in this group will spend between 60-75 minutes at each of our next four Forum sessions focused on this topic. Create one or more learning targets/essential questions/mentoring goals that will be useful for this group to explore over the course of this year.

What specific mentoring situations and questions should be addressed during these focused learning sessions? Please be as specific as possible.

Between our forum meetings, we need to have experiences, complete tasks, and/or collect evidence that will provide material for reflection, discussion, and growth. For this topic, what are some strategies to try, evidence to collect, tools to use, and/or texts to read that would encourage productive, constructive, and relevant professional learning during our Forum sessions?
SUPPORTING INTERNS WITH QUESTIONING TECHNIQUES

During the 2012-2013 and 2013-2014 school years, we spent our mentor forums working on Component 3b on the Danielson rubric: Using Questioning and Discussion Techniques. This is a consistently challenging aspect of teaching practice. Groups of mentors will focus on how to help our Interns and colleagues develop high-quality questions and engage all students in classroom discussions.

SUPPORTING INTERNS WITH CULTURAL COMPETENCE

Cultural competence centers on the skills and knowledge to effectively serve students from diverse cultures. Discussions about race, culture, and poverty can be difficult for new teachers. After all, they remain difficult for many of the most seasoned veterans. More than ever, teaching in an urban district demands “courageous conversations” on sensitive topics if we are to best serve our students. Groups of mentors will focus on how to explore these issues with our Interns and colleagues and to help them develop their cultural competence.
SUPPORTING INTERNS WITH COLLABORATIVE TEACHING
One of the more persistent mentor challenges is facilitating our Interns’ relationships with other adults in the classroom. Collaborative teaching strategies will likely grow in importance as models for supporting Students with Disabilities and English Language Learners continue to shift. Groups of mentors will focus on how to help our Interns and colleagues get the most out of collaborative teaching for the benefit of their students, and to help them manage relationships with their co-teachers.

ADVANCED PRACTICE WITH LEARNING-FOCUSED CONVERSATIONS
The conferencing strategies we use as we shift between Coaching, Consulting, and Collaborating are the key to our work with colleagues and a skill set that requires continual practice and reflection. Groups of mentors will re-ground themselves in the Laura Lipton/Bruce Wellman principles for Learning-Focused Conversations, apply them to working with colleagues, and strengthen their mentoring practice.
SUPPORTING INTERNS WITH CLASSROOM ENVIRONMENT

Creating a positive classroom environment (Domain 2 in the Danielson rubric) is usually the first priority in our work with Interns, and it is also the component of teaching practice that gives struggling veteran colleagues the most trouble. Working on this domain can be challenging, especially when you are trying to help a colleague “undo” a negative environment. Groups of mentors will focus on how best to support colleagues who are struggling to establish an environment of Respect and Rapport.

THE ART OF THE “CRUCIAL CONVERSATION”

Some veteran mentors may feel confident in the principles of the Learning-focused Conversation, but even experienced, skilled mentors still struggle when faced with the tense, emotional conversations when opinions differ and the stakes are high. Our legitimacy as a Peer Assistance and Review (PAR) program relies on our ability to provide colleagues with honest feedback, even when that feedback may not be welcomed. Groups of teachers will focus on improving their skills for having these “crucial conversations.”
Your Job at Dinner:
Eat, Socialize, Enjoy!
Help Design and Plan our Forum “Clinics”

• Select ONE for the table, or split into smaller groups to work on more than one.
• The “Clinic” you select to work on during dinner is not necessarily the same one you will select to participate in.
• When you have made your selections, you will be sent to the buffet.
• We will reconvene to debrief and wrap up at . . .
Burning Questions
For September/October
- Complete On-line Data Forms if you haven’t already
- Submit Professional Support Intake Forms
- Check in with your Intern’s Administrative Supervisor
- Provide Written Feedback Forms to Interns, Residents
- Submit monthly Calendar to CIT Office

For Your Interns
- New Teacher Orientation: Saturday October 3rd and Saturday October 17th at Freddie Thomas Learning Ctr

For New Mentors
- Learning-focused Conversations Training: Monday, October 19th, RTA Conference Room, 30 N. Union St.
- Status Report Clinic: Date and Location TBA

For Peer Reviewers
- Peer Review Forum, October 5th, Location TBD

For the November 16th Mentor Forum
- Fall Status Reports Due
One goal for your mentoring work this year