***Career In Teaching***

**SAMPLE Intern Final Report – NOT RECOMMEND**

XXXXX

XXXXX

**Intern’s Name: Certification:**

XXXXX

XXXXX

**Mentor’s Name: School:**

**Hiring Status:** [x]  **Probationary** [ ]  **Contract Substitute** [ ]  **Part-Time** [ ]  **Per Diem** [ ]  **Hourly**

1. **Describe the progress this intern made during the school year. Include references to growth and/or problems in meeting the professional expectations for interns and any other areas germane to the intern’s future in the teaching profession.**

I do not recommend **\_\_ \_\_** for continued employment in the Rochester City School District. This recommendation is based on 18 observations and 27 conferences throughout the 20\_\_-20\_\_ school year.

**\_\_ \_\_** was hired as an English teacher at \_\_\_\_\_High School. In August 20\_\_ I was assigned to mentor her. A Statement of Concern was signed in March, 20\_\_.

**\_\_ \_\_** has begun to develop her lesson plans to align more specifically with the goals set forth in the NYS standards. She generally uses resources such as the Springboard curriculum as a guide while planning lessons, and we have discussed the importance of seeking out more diverse resources that reflect her students’ interests and background. She understands the need to invest sufficient time into her planning, and to ensure her lessons are prepared and ready when students arrive. \_\_ \_\_’slesson planning has improved, but does not consistently reflect the depth and thoroughness of planning needed for engaging, smooth-running lessons with clear instructional goals.

Recently \_\_ \_\_ has made some efforts to establish a culture for learning, but continues to struggle with resistance from students. Much instructional time is lost because of inconsistent classroom routines and procedures. \_\_ \_\_ has worked to establish standards of conduct, and has made efforts to follow through in monitoring student behavior based on posted expectations. Responses to student misbehavior are often reactive and inconsistent, and this continues to be an area of concern.

\_\_ \_\_ uses correct language when communicating with her students, but she often uses vocabulary that they do not understand. Students are often confused about directions and learning. The activities and assignments that \_\_ \_\_ chooses are sometimes beyond the level of understanding of her students, and students are often disengaged. She has made efforts to communicate clear assessment criteria, but students continue to become frustrated. \_\_ \_\_ adheres to the lesson plan even when it is ineffective, and is reluctant to make changes to improve the lesson or to address students’ lack of interest. In discussions about students who have experienced difficulty in her class, she focuses on the challenges of working with struggling students, and on issues with students’ home lives. We have discussed the importance of addressing the factors that we can control, and looking for ways our actions can have a positive impact on behavior and learning.

\_\_ \_\_ has handled her responsibilities professionally, and her attendance has been consistent, even following stressful incidents at school. \_\_ \_\_ is open to discuss feedback. She struggles to assess the effectiveness of a lesson, or to independently propose changes to a lesson that hasn’t worked well. She accepts suggestions for improvement, but struggles to sustain implementation. \_\_ \_\_ has communicated with families, almost always regarding student misbehavior. We have discussed the importance of developing supportive relationships with families and colleagues, and about the need to pursue relevant professional development, but other time commitments have made this difficult. We have had several discussions about job-related stress, some with the CIT Director.

Despite \_\_ \_\_’s attempts to implement changes to improve her practice, I cannot at this time recommend continuation in the RCSD. I have enjoyed working with her, and respect her efforts to serve her students in this challenging setting.

1. **Describe the procedures you employed to assist this intern. Include specific references to time and frequency of observations and conferences. Note other assistance and interaction as reflected in your records.**

I was assigned to mentor \_\_ \_\_ in August, 20\_\_. I have attempted to communicate with \_\_ \_\_ on a weekly basis. Because of \_\_ \_\_’s out of school commitments, she has periodically struggled to return my emails and phone calls. I have visited her room 18 times for at least 30 minutes/visit, and conferenced regularly. Additionally, I have made several “quick” visits to see how she is doing. On several occasions I assisted her during her teaching. The following is a list of topics of our conferences and my visits:

* Reviewed NYS Learning Standards and assessment
* Reviewed her professional goals
* Helped to develop lessons aligned with standards (explained how to used Springboard)
* Helped to develop long range unit plans based on Springboard
* Assisted with differentiating instruction
* Reviewed student work and assisted with designing lessons based on the student work
* Suggested routines and procedures that support student learning
* Suggested ways to manage responsive student behavior through the use of student conferences, utilizing a behavior mod system, conferencing with student families
* Modeled a lesson on writing an Introduction
* Co-taught a lesson about personification in poetry
* Suggested various student-centered instructional strategies (eg. *Think-Pair-Share*, *Say Something*, *5-3-1*, *Here’s What, So What, Now What*)
* Suggested ways to engage students by connecting instruction to their interest (eg. helped develop writing lesson about imagery found in songs)
* Helped to analyze student work (discussed the use of rubrics)
* Suggested assessments aligned to instruction (eg. Poetry portfolio)
* Explained how to use computer program to track student records
* Suggested ways to involve families to support student learning (eg. interviews of families for human interest articles for newspaper unit)
* Encouraged participation in Action Research group at school
* Regularly asked questions that encouraged reflection about teaching practice (eg. *How might you use a rubric at the beginning of the Poetry Unit*?)

**Mentor’s Signature: Date:**

**Intern’s Signature: Date:**

**Reviewed by CIT Panel: Date:**

(Signature)

Intern may attach a response or comment; please initial if comment is attached.

This form should be presented in person to the CIT Panel during the Final Review Process unless otherwise directed