CIT Status Report Clinic – Stefan’s Tips for . . .

**When you are writing a Status Report for a Struggling Intern…**

* Avoid blame
* Avoid scolding
* Avoid judgmental tone
* Avoid assuming you know what the Intern is thinking
* Avoid speculating about motivation, effort
* Avoid a tone of exasperation or resentment
* Avoid generalizations about failure
* Avoid piling on (one representative example is enough)
* Avoid personal referencing
* Frame as ongoing discussion and ongoing work
* Frame with goal-setting, next steps
* Use positive presupposition: based on assumption that Intern has desire and ability to improve and succeed
* Be specific about the problem and include evidence, but in the context of working together for improvement—use a “third point.”
* Frame struggles as challenges/obstacles to overcome
* Discuss the efforts that have been made.

**Be honest, but without judgment.**

**Don’t avoid identifying problems, but make sure your role is one of support, and that the goal is growth.**

**In addition, when discussing the Status Report with a Struggling Intern…**

* Remind Interns that although this report is evaluative, this is not APPR.
* **Use the Danielson Rubric as a THIRD POINT!**
* Assure Interns that “Developing” is perfectly appropriate for a new teacher.
* Emphasize that the goal is to raise “Ineffective” and “Developing” to a higher rating, and …
* **Have a plan to do so.**

**Resist writing . . .**

There is no consistency ….

There are no established expectations for students …

…tries to … but does not succeed…

Classroom management is lacking …

…needs to follow my suggestions on…

…has not taken my suggestions about…

…doesn’t care about . . .

..has made no effort to…

…has not tried to…

…has no interest in improving routines…

There is no evidence of any . . .

…has failed to…

Plans are not based on instructional goals

There was no instruction given to students

There seem to be no clear expectations for ….

…doesn’t take any suggestions made to . . .

There is no learning taking place

…has not planned lessons …

…does not implement the curriculum correctly…

…has not read the students’ IEPs…

…knows little about her students’ lives…

Students do not listen to ….

…made poor choices when he ….**Better . . .**

We have been working on…

We have discussed the need to …

We have discussed ways to…

We have made plans to …

We will continue to work on consistently implementing…

We will need to focus on…

I have shared ideas and resources with … to improve…

Going forward, we will work to …

I am hopeful we will see more evidence of…

… is working to improve her ….

…will need to work on consistently …

…continues to struggle with…

…[aspect of practice] is challenging for . . . .

An area of concern for …. is ….

…will need to be more consistent…

…has made efforts to …., but results are inconsistent…

…has made efforts to ..., but continues to find … challenging

…continues to work on …

… will need to invest additional effort into …