

Monthly Collaboration Log

Logs are due on the 1st of every month (September Log through April Log)

Directions: Coaches, meet a minimum of 1 hour per week with your teacher and document a summary of highlights/insights from your weekly conversations that will provide evidence of growth over the course of the program. Use the Monthly Log Sample Guiding Questions in your Coaching Toolbox for support in facilitating your weekly meetings. **Coaches, at the end of the month, include your signature and obtain your teacher's electronic signature before uploading the log to your digital account.**

Induction Coach Name						Participating Teacher Name Bill					
Date:	2/5	Date:	2/11	Date:	2/18	Date:	2/27	Date:		Date:	
Hours:	1	Hours:	1	Hours:	1	Hours:	1	Hours:		Hours:	

Month of: February	Total hours: 4
Notes to Program:	

<p><u>Strengths or Current Celebrations:</u></p> <p>2/5 - Lesson plan going better in history. Have the rest of the year paced out. Goal to get to the end of the Cold War and the fall of the Berlin Wall. Enjoying working with students in <i>All Quiet On The Western Front</i> novel. AVID connections seem better.</p> <p>2/11 – Accountability strategies on reading the novel being somewhat used. Thinking of Roaring Twenties activity later in the week and how to get buy in from the students. Learned from lessons last week of what could be better to keep kids on tract and wrote down in lesson plan book so that he will remember.</p> <p>2/18- Was able to plan the rest of Roaring 20's and stay on pace. Big accomplishment. Beginning the Great Depression on Monday as planned.</p> <p>2/27-More of a stride taking place with the history class. Plotting out next week using some of the resources that I had shared with him when we were planning. Sifting through primary doc resources. Feeling confident about planning process compared. Had a really successful Stock Market lesson plan and 5th period, the more difficult period, was really engaged.</p>	<p><u>Current Focus or Challenges:</u></p> <p>2/5 - Making sure content is relevant and not over teaching or spending time on topics that were covered in World History, like WWI. Some students are not completing work. So giving them a time frame and is working for some but others still not getting turned in. Need to address that. Also, feels like it is going to be hard to get all the way through Cold War despite pacing guide.</p> <p>2/11- He feels like student behavior is going back to the beginning of year. I prepped home both before the beginning of winter break and after that he will have to reteach students the expectations of his classroom. Feels that he is facing the indifference of AVID lesson plans. Has a hard time sticking with pacing plans. Still gets very emotional and discouraged when discussing where he is and where he wants to be. Has a hard time establishing the pace of class and lets the pace just unfold as opposed to pushing the kids to work and meet their deadlines.</p> <p>2/18 – Sticking to the plan and wrapping up The Roaring Twenties on time. Have to put together The Great Depression to start on the 21st.</p> <p>2/27- How to wrap up AVID in a beneficial way for each grade and sending the Seniors off. Has a group still pushing the limits but generally others on board.</p>
<p><u>Discussion of goals related to ILP/Focus of Practice:</u> <i>(ILP discussions will be in the fall/Focus of Practice discussions will be in the spring)</i></p> <p>2/5- Started using exit tickets. Rethinking daily exit ticket to use instead as a lesson exit ticket since some lessons are two days or sometimes do not finish a lesson that day.</p> <p>2/11 – updating exit tickets and have been utilizing.</p>	<p><u>Induction Coach's NEXT STEPS to Support Teacher:</u> <i>(In relation to goals, any current teacher needs, CSTP growth and/or teacher's ILP/Focus of Practice)</i></p> <p>2/5 - Accountability to stay on pacing guide. Bill paced out the rest of the year and coach provided feedback on guide which Bill can utilize if he decides. Extensive discussions inside and out of Induction meetings on the importance of teaching the U.S. History standards and not providing 1-3 days of background content that are covered in World History. Major discussions</p>

2/18 – Not able to get full participation on exit tickets, even with point value attached given. Give them about 5 minutes. Collected 4 so far and one for prohibition tomorrow.

2/27- Looking at data. Deciding that if 50% of class is getting it feels good about it, if not then reteaches. We discussed realistic level of understanding. Feels like the feedback is really helpful and has been using it.

Discussion of other long term/short term goals:

(Focus, challenges, CSTP actionable next steps and/or teacher needs)

2/5 - Going to use Roaring 20's and Great Depression to make up 6 weeks for AC Project. Has submitted for approval but waiting to hear back.

2/11 – Staying aware pacing to make sure he stays on the 6-week, Hodges doing a reflective journal at the suggestion of the reviewer.

2/18 – Has stayed on pace to pacing schedule and thinking about the second three week unit and final assessment as pertains to the data collection for the ARP.

2/27- Challenge in getting 100% participation of exit tickets. Last time we brainstormed ideas to get them to participate so went back over these and what worked idea. Worth points now so some students realizing the points add up and that they better start doing them.

also on how to hook that background content into introductions, hook exercise, warm-ups, etc. So then Bill can start his lesson and not spending a couple days reviewing before and falling behind his pacing guide.

2/11 – Help with upcoming AVID Field Trip and looking over rest of Roaring 20's unit. Providing feedback on lesson plan ideas and unit pacing.

2/18 – Reminding Bill on the professional steps of planning a field trip, permission slips, lunch counts, detention/grade checks, and field trip e-mail to teachers and office step. Accompanying on upcoming UCLA field trip but Bill will be in charge.

Monthly CSTP Reflection:

(Using the CSTP Reflection Protocol and Continuum of Teaching Practice booklet, ask your teacher to reflect on the prompts below once a month. Make sure to document your teacher's responses to both questions in each of the prompts.)

- **Which CSTP element have you grown in? What led to that growth? Standard 1.4: Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.** The sheer process that is the first year of teaching puts you into survival mode. However, Bill really grew from looking outside of just the textbook and designing lessons based on the standards. Sifting through and using different mediums to present content was a great way to meet the needs of such a diverse learning community. It also really encouraged growth in the content as Bill was able to see connections or understanding history at a deeper level than during his undergraduate work.
- **Which CSTP element would you like to grow in? What might be some strategies or appropriate next steps to grow in this element? Standard 5.5: Involving all students in self-assessment, goal setting, and monitoring progress.** Bill was able to provide this for them but motivating or inspiring kids to do it on their own and be self-motivated would be great. Aim for having the kids to be more independent learners where they are not having to be handheld or be dependent on him as the teacher. Wants to get them to a point where if a sub comes in last -minute on any given day, that the students know what to do with the instructions left behind and keep on learning. Going to the digital binder and e-learning for AVID was insightful for what is possible in regular history class with self-assessment, goal setting, and monitoring progress.

(If you refer your teacher to meet with someone else besides yourself for a different area of expertise, please reflect with your teacher after the meeting and respond to the questions below. This is not required every month. Document this time and date in your total monthly hours and below.)

- **Title of individual & reason for referral:**
- **Date and time spent:**
- **How was this meeting/observation beneficial to you? How might you use this in your practice?**

Signature of Induction Coach

Signature of Participating Teacher.

I understand and agree that my typed full name above serves as my electronic signature. **Signatures Required**