

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 a**

Induction Coach Name				Participating Teacher Name Jill				Month of: October	Total hours: 3
Date:	10.4	Date:	10.18	Date:	10.25	Date:		Date:	
Hours:	1	Hours:	1	Hours:	1	Hours:		Hours:	

Notes to Program: We did not meet the week of the 8 th because I had Mentor training and we both had IEP meetings.
--

Strengths or Current Celebrations:

- Jill turned in her ILP for approval
-She located and turned in all paperwork to allow her to attend the Technology PD on 10.8.
- Jill was invited to the "Titans for Excellence Lunch" from a student on campus. It was a surprise that a student chose her to attend. Another win she had this week was getting through an IEP for a student who has recently moved to the district from another state.
- After attending the luncheon with the student who chose her she was excited because this student was an unexpected surprise. She sent home grade checks this week and that seems to work out well. She also developed a calendar to hold kids accountable for their bad grades, focusing on her students with bad grades.

Current Focus or Challenges:

- Jill struggled with who she asks about attending a professional development workshop and who to ask when she has a question. As well as, how to support her special ed students within the general education classroom (co-teaching). She is also not clear on how the push in/pull out model works, or when you can pull a RSP student out of a general education class to provide support.
- Jill is struggling with one of her special education students who is struggling with passing classes. One student in particular is getting 3 F's and is Deaf and Hard of Hearing. He's not asking or seeking out the extra support he needs.
- Jill is finding it challenging to develop deeper relationships with her students. As well as helping them get through this long period of time before we have a break in school.

Discussion of goals related to ILP/Focus of Practice:

(ILP discussions will be in the fall/Focus of Practice discussions will be in the spring)

- Jill is working with her co teacher to write an essay. She is developing a graphic organizer to help her special education students plan out what they are going to write before they write it. She taught all her students Google Read and Write this week and they seem to really like it. Jill is also creating sentence frames to help the students start their sentences with academic vocabulary. She is also introducing Grammarly to all students to help them with their writing.
- This week Jill worked on monitoring students reading levels based off of the assessment SRI. She has been focusing on what to do with the data she gets from this assessment and how she can use it to better support her students. She has also been working with getting the materials she needs to implement the instruction needed. She is working on putting the students into groups to best support their needs.
- This week Jill worked on goal setting with her students for the year. The pre-data is determined by a common assessment school wide. Her students were to set a goal in both ELA and Math based off of their score.

Induction Coach's NEXT STEPS to Support Teacher:

(In relation to goals, any current teacher needs, CSTP growth and/or teacher's ILP/Focus of Practice)

- I can continue to support Jill by giving her ideas on how to better support her students. Some examples she's been able to use are (grade checks, Google Read and Write, and using her support period to check in with her students.
- Support Jill with my experience with integrating strategies that are not only good for special education students but also general education students in her classes.
- Continue to support Jill with asking questions when she is not clear and to find the right people to go to for help.

They were also required to set a goal for their Lexile level, which she sat and walked them through the process.

Discussion of other long term/short term goals:

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

- Jill's short-term goal is to push into student's core classes during her support period. She is going to check back with all her students to make sure they are still able to use Google Read and Write and don't have any further questions. She also wants to focus on how she can support her students more often and more consistently.
- Jill's goal this week is to determine which students she has that are on certificate of completion track and how to best meet their needs within her intervention periods. She attended the English Language Development Conference on Monday and wants to try and figure out how she can incorporate some of the strategies she's learned in her classes.
- Jill is going to work on sharing a google slide show through Google classroom in order to give students the opportunity to work collaboratively on an assignment AND how to manage this with high school students.

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?** *Jill feels she has grown in CSTP 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. She feels she has grown in this area because she is working with her sixth period class on expectations and building community within the room. They are earning free time for on task behavior.*
- **Which CSTP element would you like to grow in? What might be some strategies or appropriate next steps to grow in this element?** *CSTP 3.5: Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. Jill is diligently working on grouping grade level students to implement use of General Education curriculum per district mandate. She is connecting with other like educators to better understand the curriculum, strategies to use for this population of students, structures of groupings, scaffolding and instructional mapping.*

ADDITIONAL SUPPORT

(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
Jill

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