



MONTHLY COLLABORATION LOG

2013-2014 FCOE INDUCTION



Support Provider Name						Participating Teacher Name							
Date:		Date:		Date:		Date:		Date:		Date:		Month of	
Hours:		Hours:		Hours:		Hours:		Hours:		Hours:		Indirect Hours	Total hours
												Notes to Program	

<p>What's Working, Celebrations, or Successes:</p>	<p>Current Focus, Challenges, or Concerns:</p>
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Participating Teacher's GOALS for the next month, based on work with SP:

Support Provider's NEXT STEPS to support PT:

I understand and agree that my typed full name above serves as my electronic signature. **Directions:** Minimum of 4 hours to be recorded each month. Support provider – complete monthly log, obtain electronic signatures, and upload to Digital Portfolio. Logs must be uploaded by the first of every month. Late logs will result in SP stipend dock.



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SUPPORT SUMMARY:

Consulting:

Collaborating:

Coaching:

Signature of Support Provider

Signature of Participating Teacher

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CONTINUUM OF INTERACTION

	CONSULTING	COLLABORATING	COACHING
I n t e r t i o n s	To share information, advice and technical resources about policies and procedures; learning, learners, curriculum and content; and effective practices. To establish standards for professional practice.	To co-develop information, ideas, and approaches to problems. To model a collegial relationship as a standard for professional practice.	To support the beginning teacher's idea production, instructional decision-making, and ability to reflect on practice. To increase the ability of the beginning teacher to self-coach and become a self-directed learner.
A c t i o n s	<ul style="list-style-type: none"> • Providing resource materials and references to research. • Demonstrating processes and procedures informally and through model lessons. • Offering a menu of options to consider. • Providing introductions to building district resource people as needed. • Offering expert commentary on student work samples. • Sharing principles of practice by elaborating the 'What', 'Why' and 'How' of proposed ways of thinking about issues and proposed solutions. • Framing presenting problems within wider contexts and providing expert ways to approach issues and concerns. • Illuminating principles of practice that guide choices. 	<ul style="list-style-type: none"> • Brainstorming ideas and options. • Co-planning and co-teaching lessons. • Sharing and exchanging resource materials. • Planning experiments to try simultaneously in each of your classrooms, and comparing notes on results. • Jointly analyzing student work samples. • Joining the beginning teacher to offer support and 'translate' when building and district resource people are there to provide technical assistance. • Jointly noting problem frames and generating alternative ways to think about issues and concerns. • Alternating paraphrasing and summarizing oneself with encouraging the beginning teacher to paraphrase and summarize developing ideas and understandings. • Alternating offering ideas with encouraging the beginning teacher to contribute ideas. 	<ul style="list-style-type: none"> • Maintaining a nonjudgmental stance with full attention to the emotional and mental processes of the beginning teacher. • Inquiring, paraphrasing and probing for specificity to surface the beginning teacher's perspectives, perceptions, issues and concerns. • Inquiring, paraphrasing and probing for specificity to support the beginning teacher's planning, problem-solving and reflecting on practice. • Inquiring, paraphrasing and probing for specificity to support the beginning teacher's analysis of student work samples. • Inquiring, paraphrasing and probing for specificity to increase the beginning teacher's self-knowledge and awareness as a teacher and as a professional educator.
C u e s	<ul style="list-style-type: none"> • Using a credible voice. • Sitting up straighter or leaning back a bit from the table. • Using the pronoun 'I' as in, "Here's how I think about issues like that" • Using bookmarking phrases for emphasis such as: "it's important to...", "keep in mind that...", "pay attention to..." 	<ul style="list-style-type: none"> • Using a confident, approachable voice. • Sitting side-by-side, focused on the common problem. • Using the pronouns 'we' and 'us'. • Using phrases like, "Let's think about ...," "Let's generate...," "How might we...?" 	<ul style="list-style-type: none"> • Using an approachable voice. • Attending fully and maintaining eye contact. • Using pronoun 'you' as in, "So you're concerned about..." • When responding, using a pattern of pausing, paraphrasing and inquiring to open thinking; or probing for specificity to focus thinking. • Framing invitational questions to support thinking such as: "What might be some ways to...?", "What are some options that you are considering?", and "What are some of the connections you are making between...?"
C a u t i o n s	If overused, the consulting stance can build dependency on the mentor for problem-solving. Advice without explanation of the underlying choice points and guiding principles usually does not develop beginning teacher abilities to transfer learning to new setting or to generate novel solutions on their own.	Mentors need to carefully monitor their own actions when they enter the collaborative stance. Their own enthusiasm and excitement for the topic or issues may override the intention to co-create ideas and possibilities. False collaboration then becomes disguised consultation.	The coaching stance assumes that the other party has resources for idea generation. If this is not the case, pursuing this stance can lead to frustration on the part of beginning teachers. You cannot coach out of someone what is not in them.