



Hanford Elementary School District

Induction Program

CONTACT LOG

Mentor: Joanna Stone
 Intern: Sewell, Amanda
 School: King
 Year: 2018-2019
 Trimester: Trimester 3

| Date | Time | Hours | Instructional Obs, Email, Phone, Classroom | Focus |
|---------|-------------|-------|--|--|
| 3/6/19 | 8:00-11:25 | 3.5 | Instructional Obs. | #9 Pre-Lesson Planning collaboration meeting on reading, observation of Lit. Coach in classroom, then debriefing with group to discuss outcomes and next steps |
| 3/12/19 | 8:40-9:40 | 1 | Classroom | #7 Coached in to reading groups (feedback on decoding strategies and group goals, as well as strategies and ideas to teach letters and sounds to struggling students) |
| 3/18/19 | | 0.25 | Email | #9 Information on Reading and Writing Units of Study PD through Tulare County Office of Ed. |
| 3/27/19 | 10:40-11:20 | 1 | Classroom | #7 Students completing writing assignments and then had writing celebration to share their writing with the class (feedback on putting students' work on document camera and having students come up to the front to read their writing to class) |
| 4/2/19 | 9:10-9:50 | 1 | Classroom | #6 Discussed student who may qualify for SDC or RSP and documenting classwork as well as behaviors, #7 Reader's Workshop mini-lesson (feedback on time management and pace) |
| 4/12/19 | 9:00-9:45 | 0.75 | Classroom | #6 Discussed challenge of behavioral student who is regressing both academically and behaviorally, and the possibility of scheduling an SST meeting for him. Also, discussed possible strategies and interventions. |
| 4/26/19 | 8:15-9:00 | 1 | Classroom | #7 Shared reading lesson on making predictions (feedback on charting students' predictions and checking to see if they were correct, and feedback on sentence frames for turn and talks), #6 Discussed student whose behavior is regressing and results of recent study team meeting |
| 5/3/19 | | 0.25 | Phone | #9 Discussed adjusting class schedule and upcoming math lesson unit |
| 5/8/19 | 3:15-4:30 | 1.25 | Face-to-Face | #9 Went over documentation log for trimester and paperwork for Internship to be signed, #6 Discussed specific behaviors of three particular students and brainstormed behavior management ideas to implement during reading block, #9 Looked at, discussed, and went over pacing of entire reading block and how to integrate Mini-Lesson into Shared Reading and apply strategy to small group instruction as well as independent reading |

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|------------------------|-------------|-------|--------------|--|
| 5/9/19 | 10:10-10:50 | 1 | Classroom | #7 Observed writing block integrated with science unit (feedback on individual writing behaviors and suggested strategies) |
| 5/17/19 | 2:10-2:50 | 0.75 | Face-to-Face | #6 Discussed two classroom incidents that happened that day and both resulted in student suspensions (talked about behavior and intervention strategies for both students going forward) |
| 5/23/19 | 10:00-10:45 | 0.75 | Classroom | #9 Modeled strategy to help with off-task behavior of two specific students, #6 Discussed implanting some specific strategies to help prevent off-task and disruptive behavior |
| 5/24/19 | | 0.25 | Email | #9 Information on purchasing professional development units through our HESD Badge Project and ASCD |
| Total number of hours: | | 12.75 | Page | |

Logs are due to the Induction Program office at the end of each Trimester.

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|  | 6/3/2019 |
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Intern Signature

Date

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|  | 6/3/19 |
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Mentor Signature

Date