

## AUGUST-SEPTEMBER

## RECOMMENDED ACTIVITIES FOR TCs AND MENTORS

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| <p>STUDENTS &amp; SCHOOL ECOSYSTEM</p> <p><i>TC gets to know students as individuals, school context; introduces self to colleagues and staff.</i></p> | <p>The primary aim for the TC is to start to build relationships with students and colleagues and understand how different colleagues serve students' needs. You may want to...</p> <ul style="list-style-type: none"> <li>• TC: Attend faculty meetings and professional development opportunities at your school; get to know your school and its surroundings</li> <li>• TC: Get to know students by greeting them at the door, check in with different students each day</li> <li>• TC: Introduce yourselves to members of your school community (departmental colleagues, counselors, specialists, office staff, school nurse, maintenance staff).</li> <li>• TC: Visit other classrooms to observe how teachers set up classroom norms and routines at beginning of year</li> <li>• TC + Mentor: Have a conversation to get to know each other and your hopes, preferences, and work styles!</li> </ul> |
| <p>PLANNING</p> <p><i>Mentor makes planning decisions explicit to TC.</i></p>  | <p>The primary aim for the TC is to start to understand how the mentor plans for cohesive instruction within and across lessons, and how departments decide on the structure of units. You may want to...</p> <ul style="list-style-type: none"> <li>• TC + Mentor: For an upcoming lesson, discuss decisions that went into the plan and how the plan is designed to support student learning</li> <li>• TC: Review materials that mentor uses, especially the first two units of instruction</li> <li>• TC: Volunteer to check standards against new lessons being considered</li> <li>• Mentor: Practice making your thinking explicit using the prompts from the newsletter</li> </ul>  |
| <p>TEACHING</p> <p><i>Mentor models (parts of) instruction and debriefs these with TC.</i></p>   | <p>The primary aim for the TC is to start developing connections between instruction and student learning/participation. You may want to...</p> <ul style="list-style-type: none"> <li>• TC + Mentor: Have a conversation about what TC should observe in teaching activities and why; briefly reflect together on what was observed</li> <li>• Mentor: Recommend other teachers and areas of focus for the TC to observe</li> </ul>  |
| <p>ASSESSMENT</p> <p><i>TC takes data on student participation and debriefs with mentor.</i></p>   | <p>The primary aim for the TC is to learn what to pay attention to in classrooms to understand student participation. You may want to...</p> <ul style="list-style-type: none"> <li>• TC + Mentor: Decide on a measure of participation to try in the classroom; TC implements and pair debriefs data</li> <li>• Mentor: Give feedback on how the TC analyzes student participation</li> </ul>  |