THE "BIG-PICTURE" TRAJECTORY

BOISE STATE UNIVERSITY IDOTEACH PROGRAM, STEM UNDERGRDUATES

TC = Teacher Candidate   Mentor = Cooperating Teacher   Pair = TC + Mentor

Fall	August–September	September-October	October-December	SPAT	November-December
Spring	January-February	February-March	March-May	SPAT	April-May
STUDENTS & SCHOOL ECOSYSTEM	TC gets to know students as individuals, school context; introduces self to colleagues and staff.	Mentor directs TC to interact with students and to learn how they engage in intellectual work.	TC experiments with scaffolds and differentiating instruction, based on ongoing learning about students.	TC introduces SPAT process to students, selects students to follow.	TC and students co-identify relevant and engaging new phenomena and experiences to base units on.
PLANNING	Mentor makes planning decisions explicit to TC.	Pair co-plans (parts of) lessons/units.	TC designs or modifies series of lessons with mentor feedback.	TC modifies lessons and unit flow; may consult mentor on planning decisions.	TC builds on lessons learned during SPAT to co-plan or modify full units with mentor.
TEACHING	Mentor models (parts of) instruction and debriefs these with TC.	Pair co-teaches and debriefs, with increasing TC ownership during this period.	Pair co-teaches; TC takes lead for periodic series of lessons.	TC required to takes lead in classes negotiated with mentor; mentor may film instruction.	Pair works together to refine routines, conditions, tools that support all students' learning.
ASSESSMENT	TC takes data on student participation and debriefs with mentor.	TC tries out types of formative assessment and analyzes student work to inform instruction.	TC uses formative assessment to give targeted feedback to students and (co-) designs items on tests.	TC required to design assessments, analyze data, give feedback to students; mentor may consult.	TC experiments with ways of eliciting student feedback on instruction and students' sense of their own learning.

AUGUST-SEPTEMBER (Fall) JANUARY-FEBRUARY (Spring)		RECOMMENDED ACTIVITIES FOR TCs AND MENTORS
STUDENTS & SCHOOL ECOSYSTEM	*TC gets to know students as individuals, school context; introduces self to colleagues and staff.*	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… • TC: Attend faculty meetings and professional development opportunities at your school; get to know your school and its surroundings • TC: Get to know students by greeting them at the door, check in with different students each day • TC: Introduce yourselves to members of your school community (departmental colleagues, counselors, specialists, office staff, school nurse, maintenance staff). • TC: Visit other classrooms to observe how teachers set up classroom norms and routines at beginning of year • TC + Mentor: Have a conversation to get to know each other and your hopes, preferences, and work styles!
PLANNING	*Mentor makes planning decisions explicit to TC.*	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… • TC + Mentor: For an upcoming lesson, discuss decisions that went into the plan and how the plan is designed to support student learning • TC: Review materials that mentor uses, especially the first two units of instruction • TC: Volunteer to check standards against new lessons being considered • Mentor: Practice making your thinking explicit using the prompts from the newsletter
TEACHING	*Mentor models (parts of) instruction and debriefs these with TC.*	The primary aim for the TC is to start developing connections between instruction and student learning/participation. You may want to… • TC + Mentor: Have a conversation about what TC should observe in teaching activities and why; briefly reflect together on what was observed • Mentor: Recommend other teachers and areas of focus for the TC to observe
ASSESSMENT	*TC takes data on student participation and debriefs with mentor.*	The primary aim for the TC is to learn what to pay attention to in classrooms to understand student participation. You may want to… • TC + Mentor: Decide on a measure of participation to try in the classroom; TC implements and pair debriefs data • Mentor: Give feedback on how the TC analyzes student participation

SEPTEMBER-OCTOBER (Fall) FEBRUARY-MARCH (Spring)		RECOMMENDED ACTIVITIES FOR TCs AND MENTORS
STUDENTS & SCHOOL ECOSYSTEM	*Mentor directs TC to interact with students and to learn how they engage in intellectual work.*	The primary aim for the TC is to continue to build relationships while getting to know students as learners. You may want to… • TC + Mentor: Decide when to have TC interact with small groups of students to elicit students' thinking and puzzlements • TC: Shadow a student for a school day to see how they participate across settings • TC: Attend after-school events to get to know students in different roles/contexts • TC: Meet with counselors and/or specialists about how to best serve specific students in your classes • Mentor: Give feedback on how the TC interacts with small groups of students
PLANNING	*Pair co-plans (parts of) lessons/units.*	The primary aim for the TC is to gain experience planning parts of and eventually whole lessons and learn from feedback. You may want to… • TC + Mentor: Select part of an upcoming lesson for the TC to plan and/or modify, with the mentor discussing how the part contributes to the whole and providing feedback • TC + Mentor: Later, work towards regular co-planning sessions where the TC takes up more responsibility over time • Mentor: Make your thinking explicit about choices you made planning a unit or lesson
TEACHING	*Pair co-teaches and debriefs, with increasing TC ownership over time.*	The primary aim for the TC is to gain experience teaching parts of and eventually whole lessons and learn from debriefs. You may want to… • TC + Mentor: Begin co-teaching routine with lessons that you have designed together • TC + Mentor: Later, work towards TC taking leading role in some class sections, with mentor observing and debriefing with data and TC's requests • Mentor: Give feedback 3 times on a specific aspect of the TC's teaching role
ASSESSMENT	*TC tries out forms of formative assessment and analyzes student work to inform instruction.*	The primary aim for the TC is to experiment with different formats of formative assessment and how to use this information to inform instruction. You may want to… • TC + Mentor: Discuss what TC is learning in methods and assessment coursework and what could be tried in your classes; work together to identify • TC: Try 3 different formative assessment types (e.g., eliciting conversations, whiteboard work, quick-writes to explain a problem solution, exit tickets via Kahoot) • Mentor: Work with TC to identify patterns in formative assessment responses and possible instructional responses to what you see

OCTOBER–DECEMBER (Fall) MARCH–MAY (Spring)		RECOMMENDED ACTIVITIES FOR TCs AND MENTORS
STUDENTS & SCHOOL ECOSYSTEM	*TC experiments with scaffolds and differentiation, based on on-going learning about students.*	The primary aim for the TC is to experiment with scaffolds and differentiation to support multiple learners in the classroom. You may want to… • TC: Design and implement differentiated tasks for specific learners • TC: Build scaffolds for high cognitive-demand activities; get feedback from students • Mentor: Have an explicit conversation with your TC about the kinds of differentiation you've been building into your instruction so far and why
PLANNING	*TC designs or modifies series of lessons with mentor feedback.*	The primary aim for the TC is to design lessons that work together to help students understand big ideas in the discipline. You may want to… • Mentor: Early, identify an upcoming opportunity where the TC could plan and implement a series of lessons in at least one class section • TC: Take responsibility for planning connected lessons in at least one class section • TC + Mentor: Determine what unit TC can lead for the SPAT, and when it will happen • Mentor: Develop a regular routine for discussing and giving feedback on TC's lesson plans
TEACHING	*Pair co-teaches; TC takes lead for periodic series of lessons.*	The primary aim for the TC is to gain experience teaching connected series of lessons and exercise professional judgment during and between lessons. You may want to… • TC: Take the lead in teaching connected lessons in at least one class section • TC + Mentor: Explicitly discuss how to coordinate different aspects of instruction to support student learning and participation over time • TC + Mentor: Mentor films and debriefs at least 2 segments of instruction with TC • Mentor: Observe TC's lessons, give feedback on TC's focus areas, and challenge problematic areas of instruction
ASSESSMENT	*TC uses formative assessment to give targeted feedback to students and (co-) designs items on tests.*	The primary aim for the TC is to learn how to give meaningful, targeted feedback to students based on formative assessments, and gain experience designing or modifying summative (test) items and studying student responses. You may want to… • TC + Mentor: Discuss and try different ways of giving feedback to students and helping students use feedback productively • TC: Adapt summative (test) items identified with your mentor • TC: Examine student responses and determine what the responses mean and how item design supported or constrained opportunities for students to show what they know • Mentor: Provide feedback on assessments and modifications the TC makes in response to student work

SPAT		RECOMMENDED ACTIVITIES FOR TCs AND MENTORS
STUDENTS & SCHOOL ECOSYSTEM	*TC introduces SPAT process to students, selects students to follow.*	The primary aim for the TC is to use students' backgrounds, experiences, and interests as assets in the classroom. You may want to… • TC: Introduce the SPAT process to the classes of students you will work with • TC: Identify students who require specific support to engage in high cognitive-demand disciplinary work and focus on these students over time
PLANNING	*TC modifies lessons and unit flow; may consult mentor on planning decisions.*	The primary aim for the TC is to gain experience with adapting plans between class sections or overnight based on student learning/participation. You may want to… • TC: Finalize lesson plans and objectives; prepare to adapt lessons based on students' response to instruction • Mentor: May consult if TC requests, but TC has ultimate responsibility
TEACHING	*TC required to take lead in classes negotiated with mentor; mentor may film instruction.*	The primary aim for the TC is to take the lead in teaching multiple sections and documenting practice for the SPAT. You may want to… • TC: Discusses what needs to be filmed with mentor and how, if applicable • TC: Takes the lead in teaching and makes principled adjustments in the moment • Mentor: May film instruction and/or debrief if TC requests
ASSESSMENT	*TC required to design assessments, analyze data, give feedback to students; mentor may consult.*	The primary aim for the TC is to take the lead in designing multiple assessments, analyzing class and individual data, and providing specific feedback to students. You may want to… • TC + Mentor: Discuss different ways of giving feedback to students and helping students use feedback productively • TC: Design a cohesive system of formative assessments and adapt as needed • TC: Analyze patterns in data and use to justify instructional choices • Mentor: May consult if TC requests, but TC has ultimate responsibility

NOVEMBER–DECEMBER (Fall) APRIL–MAY (Spring)		RECOMMENDED ACTIVITIES FOR TCs AND MENTORS
STUDENTS & SCHOOL ECOSYSTEM	*TC and students co-identify relevant and engaging phenomena and experiences.*	The primary aim for the TC is to partner with students to incorporate their experiences and interests in the curriculum. You may want to… • TC: Invite students to weigh in on or contribute to upcoming content (e.g., help select phenomena or cases to explore, encourage them to bring related cultural or everyday experiences into instruction)
PLANNING	*TC builds on lessons learned during SPAT to co-plan or modify full units with mentor.*	The primary aim for the TC is to use insights from SPAT to shape coherent sets of engaging lessons with high cognitive demand. You may want to… • TC + Mentor: Identify opportunities to use new or modified strategies to engage students • TC: In ongoing units, carry forward promising practices and tools used in SPAT • Mentor: Provide ongoing feedback on TC's plans or engage in co-planning with TC
TEACHING	*Pair works together to refine routines, conditions, tools that support learning.*	The primary aim for the TC is to continue taking the lead in teaching and work on identified areas for growth. You may want to… • TC: Work on areas for growth and experiment on practices while co-teaching or taking the lead • Mentor: Provide ongoing feedback on TC's teaching and areas for growth
ASSESSMENT	*TC experiments with ways of eliciting student feedback on instruction and their own learning.*	The primary aim for the TC is to learn *from* students and continue to expand their repertoire of formative assessments. You may want to… • TC: Design assessments that allow students to provide feedback on instruction and reflect on their own learning processes • TC: Refine your instruction based on information from students • TC: Modify your assessments to ensure students show the most of what they know • Mentor: Provide feedback on assessments and modifications the TC makes in response to student work

UNDERSTANDING THE STUDENT AND THE SCHOOL ECOSYSTEM

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Primary aim is for TC to know students as individuals, build relationships. TC seeks to understand school context and how different colleagues serve students' needs; introduces self to colleagues and staff.	Primary aim for the TC is to continue to build relationships while getting to know students as learners. TCs interact with students and learn how they engage in intellectual work.	Primary aim for the TC is to experiment with scaffolds and differentiation to support multiple learners in the classroom.	Primary aim for the TC is to use students' backgrounds, experiences, and interests as assets in the classroom. TC introduces SPAT process to students, selects students to follow.	Primary aim for the TC is to partner with students to incorporate their experiences and interests in curriculum. TC and students co-identify relevant and engaging new phenomena to base units on.
• TC: Attend faculty meetings and professional development opportunities at your school; get to know your school and its surroundings • TC: Get to know students by greeting them at the door, check in with different students each day • TC: Introduce yourselves to members of your school community (departmental colleagues, counselors, specialists, office staff, school nurse, maintenance staff). • TC: Visit other classrooms to observe how teachers set up classroom norms and routines at beginning of year • TC + Mentor: Have a conversation to get to know each other and your hopes, preferences, and work styles!	• TC + Mentor: Decide when to have TC interact with small groups of students to elicit students' thinking and puzzlements • TC: Shadow a student for a school day to see how they participate across settings • TC: Attend after-school events to get to know students in different roles/contexts • TC: Meet with counselors and/or specialists about how to best serve specific students in your classes • Mentor: Give feedback on how the TC interacts with small groups of students	• TC: Design and implement differentiated tasks for specific learners • TC: Build scaffolds for high cognitive-demand activities; get feedback from students • Mentor: Have an explicit conversation with your TC about the kinds of differentiation you've been building into your instruction so far and why	• TC: Introduce the SPAT process to the classes of students you will work with • TC: Identify students who require specific support to engage in high cognitive-demand disciplinary work and focus on these students over time	• TC: Invite students to weigh in on or contribute to upcoming content (e.g., help select phenomena or cases to explore, encourage them to bring related cultural or everyday experiences into instruction)

PLANNING

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TEACHING

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ASSESSMENT

Fall: August–September	September-October	October-December	SPAT	November-December
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Primary aim for TC is to learn what to pay attention to in classrooms, in order to understand student participation. TC takes data on student participation and debriefs with mentor.	Primary aim for the TC is to experiment with different formats of formative assessment and how to use this information to inform instruction. TC analyzes student work to modify lessons.	Primary aim for the TC is to learn how to give meaningful, targeted feedback to students based on formative assessments, and gain experience designing or modifying summative (test) items and studying student responses.	Primary aim for the TC is to take the lead in designing multiple assessments, analyzing class and individual data, and providing specific feedback to students.TC required to design assessments, analyze data, give feedback to students.	Primary aim for TC is to learn *from* students and expand their repertoire of formative assessments. TC experiments with eliciting student feedback on instruction and students' sense of their own learning.
• TC + Mentor: Decide on a measure of participation to try in the classroom; TC implements and pair debriefs data • Mentor: Give feedback on how the TC analyzes student participation	• TC + Mentor: Discuss what TC is learning in methods and assessment coursework and what could be tried in your classes; work together to identify • TC: Try 3 different formative assessment types (e.g., eliciting conversations, whiteboard work, quick-writes to explain a problem solution, exit tickets via Kahoot) • Mentor: Work with TC to identify patterns in formative assessment responses and possible instructional responses to what you see	• TC + Mentor: Discuss and try different ways of giving feedback to students and helping students use feedback productively • TC: Adapt summative (test) items identified with your mentor • TC: Examine student responses and determine what the responses mean and how item design supported or constrained opportunities for students to show what they know • Mentor: Provide feedback on assessments and modifications the TC makes in response to student work	• TC + Mentor: Discuss different ways of giving feedback to students and helping students use feedback productively • TC: Design a cohesive system of formative assessments and adapt as needed • TC: Analyze patterns in data and use to justify instructional choices • Mentor: May consult if TC requests, but TC has ultimate responsibility	• TC: Design assessments that allow students to provide feedback on instruction and reflect on their own learning processes • TC: Refine your instruction based on information from students • TC: Modify your assessments to ensure students show the most of what they know • Mentor: Provide feedback on assessments and modifications the TC makes in response to student work