



THE "BIG-PICTURE" TRAJECTORY

	August-September	October-November	December-edTPA	edTPA	Post-edTPA
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 edTPA 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 edTPA 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 take lead for at least 2 class sections; 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.