

DECEMBER-edTPA		RECOMMENDED ACTIVITIES FOR TCs AND MENTORS
STUDENTS & SCHOOL ECOSYSTEM	<i>TC experiments with scaffolds and differentiation, based on on-going learning about students.</i>	<p>The primary aim for the TC is to experiment with scaffolds and differentiation to support multiple learners in the classroom. You may want to...</p> <ul style="list-style-type: none"> • 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	<i>TC designs or modifies series of lessons with mentor feedback.</i>	<p>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...</p> <ul style="list-style-type: none"> • 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 edTPA, and when it will happen • Mentor: Develop a regular routine for discussing and giving feedback on TC's lesson plans
TEACHING	<i>Pair co-teaches; TC takes lead for periodic series of lessons.</i>	<p>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...</p> <ul style="list-style-type: none"> • 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	<i>TC uses formative assessment to give targeted feedback to students and (co-) designs items on tests.</i>	<p>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...</p> <ul style="list-style-type: none"> • 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