

## OCTOBER-NOVEMBER

## RECOMMENDED ACTIVITIES FOR TCs AND MENTORS

<p>STUDENTS &amp; SCHOOL ECOSYSTEM</p>	<p><i>Mentor directs TC to interact with students and to learn how they engage in intellectual work.</i></p>	<p>The primary aim for the TC is to continue to build relationships while getting to know students as learners. You may want to...</p> <ul style="list-style-type: none"> <li>• TC + Mentor: Decide when to have TC interact with small groups of students to elicit students' thinking and puzzlements</li> <li>• TC: Shadow a student for a school day to see how they participate across settings</li> <li>• TC: Attend after-school events to get to know students in different roles/contexts</li> <li>• TC: Meet with counselors and/or specialists about how to best serve specific students in your classes</li> <li>• Mentor: Give feedback on how the TC interacts with small groups of students</li> </ul>
<p>PLANNING</p>	<p><i>Pair co-plans (parts of) lessons/units.</i></p>	<p>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...</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• TC + Mentor: Later, work towards regular co-planning sessions where the TC takes up more responsibility over time</li> <li>• Mentor: Make your thinking explicit about choices you made planning a unit or lesson</li> </ul>
<p>TEACHING</p>	<p><i>Pair co-teaches and debriefs, with increasing TC ownership over time.</i></p>	<p>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...</p> <ul style="list-style-type: none"> <li>• TC + Mentor: Begin co-teaching routine with lessons that you have designed together</li> <li>• TC + Mentor: Later, work towards TC taking leading role in some class sections, with mentor observing and debriefing with data and TC's requests</li> <li>• Mentor: Give feedback 3 times on a specific aspect of the TC's teaching role</li> </ul>
<p>ASSESSMENT</p>	<p><i>TC tries out forms of formative assessment and analyzes student work to inform instruction.</i></p>	<p>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...</p> <ul style="list-style-type: none"> <li>• TC + Mentor: Discuss what TC is learning in methods and assessment coursework and what could be tried in your classes; work together to identify</li> <li>• TC: Try 3 different formative assessment types (e.g., eliciting conversations, whiteboard work, quick-writes to explain a problem solution, exit tickets via Kahoot)</li> <li>• Mentor: Work with TC to identify patterns in formative assessment responses and possible instructional responses to what you see</li> </ul>