PLANNING

August-September	October-November	December-edTPA	edTPA	Post-edTPA
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. Mentor makes planning decisions explicit to TC.	Primary aim for the TC is to gain experience planning parts of and eventually whole lessons and learn from feedback.Pair co-plans (parts of) lessons/units.	Primary aim for the TC is to design lessons that work together to help students understand big ideas in the discipline. TC designs or modifies series of lessons with mentor feedback.	Primary aim for the TC is to gain experience adapting plans between class sections or overnight based on student learning/participation. TC modifies lessons and unit flow; may consult mentor.	The primary aim for the TC is to use insights from edTPA to shape coherent sets of engaging lessons with high cognitive demand. TC builds on lessons learned during edTPA to co-plan or modify full units with mentor.
• 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	• 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	• 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	• 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	• 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 edTPA • Mentor: Provide ongoing feedback on TC's plans or engage in co-planning with TC