UNDERSTANDING THE STUDENT AND THE SCHOOL ECOSYSTEM

August-September	October-November	December-edTPA	edTPA	Post-edTPA
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 edTPA 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 edTPA process to the 2 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)