

## Phase 2: Purposeful Opportunities for Planning, Management, and Instruction

### Purposeful Observation and Reflection

Reflect aloud on why each part of a routine or a lesson is important. Don't make assumptions that they know what to do or that they know why you are doing what you are doing.

Encourage the idea that making mistakes is part of the learning process; highlight your own mistakes and failures and how you learn from them.

Encourage the TC to carefully script their lessons.

Use videos to make connections and encourage teacher language/RC growth.

Move towards systematic reflection as a TC increases their responsibilities; establish time and structure for shared reflection.

### Planning and Instruction

Encourage TC to lead a book group, word study group, or center/ station.

Have TC lead conferring efforts (e.g., listening to students read and taking anecdotal notes).

Begin scaffolding TC into guided reading by thinking aloud during planning for guided reading, then having them observe and reflect on a lesson following your instruction. Prompt them to notice what you are doing to manage student learning.

Alternate observations and teaching opportunities (e.g., observe math on Monday, teach math on Tuesday, observe math on Wednesday, etc.). Engage in reflective conversations and think alouds related to planning and instruction.

Increase morning meeting responsibilities (e.g., have them lead multiple components daily or lead all components on alternating days).

Give TC an opportunity to experience teaching an entire morning meeting or Literacy block. Reflect on putting the pieces together: planning, instruction, assessment, reflection.

### Classroom Management

Explicitly scaffold, highlight, encourage, and reflect upon the role of reinforcing language.

Encourage recognition of importance of matching body language, tone, and words.

Assist the TC with connecting between the words they are saying and what kids are doing.

Review/reflect on why the language that you use matters.

Ask TC to rearrange seats with their knowledge of students.

Encourage TC to lead all transitions within the building and/or classroom.

Explicitly model how to handle challenging conversations that address difficult or repeated misbehaviors.

Prompt TC to use reinforcing language (e.g. "Ms. C, what do you notice...?").

### Other Professional Activities

Invite participation in CT meetings through inclusive prompts and questions or note taking.

Facilitate participation in school events, activities, and clubs.

### Be Aware/Cautious of...

Develop consistency between what a TC wants students to do and then having students meet those expectations.

Raise awareness of and encourage differentiation in the moment through "reading" the class together (e.g., need for energizer, time on the carpet, etc.).