

## Phase 3: Owning and Embracing Increased Leadership of Planning, Management, and Instruction\*

Purposeful Observation and Reflection	Planning and Instruction	Classroom Management	Other Professional Activities	Be Aware/Cautious of...
<p>Consider using a "two weeks on, one week off" cycle to encourage purposeful observation as TC responsibilities increase and they build toward independence (or "two days on, one day off" in shorter internship experiences).</p> <p>Focus on redirecting TC's language and building their confidence, comfort, and effectiveness in management.</p> <p>Make the reflection and feedback more purposeful and change the structure if needed due to the increased responsibilities the TC is taking on (e.g., consider a notebook chart or T-chart of positives and things for TC to work on; watch and reflect on videos together).</p>	<p>Ask TC to plan and lead instruction in a content area, adding on a content area every two weeks.</p> <p>Reflect collaboratively after lessons to increase "in lesson awareness;" encourage TC to adapt in the moment as they learn to read the students during instruction (e.g., putting in turn and talks – when / why).</p> <p>Help TC move from replicating skills / processes to taking ownership of these and considering the rationale behind each instructional decision.</p> <p>Ask TC to revisit objectives with an eye toward connecting these to intentional, formative assessment opportunities.</p> <p>Encourage TC to look at specific indicators of student learning (e.g., "How do you know students were engaged? How are you... formatively assessing? piecing together the big picture?").</p> <p>Highlight chances for TC to make explicit for students the connections between instruction from one day to the next.</p> <p>Find a balance between co-teaching and interjecting or sitting back. Share with your TC that you are transitioning – interjecting one day, then sitting back the next.</p>	<p>Encourage TC to make the transition into the role of the teacher; this is when they realize that friend and friendly are different.</p> <p>Prompt the TC to use redirecting language when appropriate.</p> <p>Support the TC as they intersect management with increased planning and instruction.</p> <p>Prompt TC to use the timer to maintain pacing.</p> <p>Remind the TC to not make assumptions that students know what to do – reminding language and modeling still matter.</p> <p>As you step back, be aware of students playing you and the TC off of each other.</p> <p>As with instruction, find a balance between interjecting and sitting back as the TC navigates managing the classroom.</p>	<p>Encourage the TC to take ownership of preparation for the day.</p> <p>Facilitate TC's regular contribution to CT meetings.</p> <p>Take on a more supportive role in CT meetings (e.g., maintaining notes).</p> <p>Guide conversations about the job search broadly and provide feedback on resume, cover letter writing, and interview preparation.</p>	<p>TC regression following a break.</p> <p>Be cognizant of maintaining a focus on reflection even as responsibilities increase.</p> <p>Address minor concerns that arise as a result of picking up more responsibilities now so that these don't become big issues later.</p> <p>As the TC picks up more content responsibilities, they tend to want to stick to the plan. Reflect with them to notice opportunities to adapt in the moment.</p> <p>*Note that this is the most difficult phase – you should be figuring out what kind of mentoring your TC needs at this point.</p>