

Phase 4: Independent Phase

Purposeful Observation and Reflection

Use video more when you aren't in the room. Reflect on these videos together.

Planning and Instruction

Maintain a guided reading group and a guided math group; participate in stations and morning meeting. Find chunks of time to step in and step out.

Think carefully about your individual context to define what TC "independence" looks like. What is your role in terms of support for planning? How do we maximize co-teaching? How do you balance the support you provide – do you design a time to leave? What is too much versus too little support?

Classroom Management

Think carefully about your individual context to define what TC "independence" looks like. What is your role in terms of support for classroom management? How do you balance the support you provide – do you design a time to leave? What is too much versus too little support?

Other Professional Activities

Invite administrators in to observe TC.

Be Aware/ Cautious of...

Know yourself. If you have a hard time not jumping in, then maybe leave the classroom more often. If this is not an issue, maybe remain in the classroom. If kids tend to come to you, maybe leave; if not, maybe stay.

You want to ask what they want, but you also have a level of responsibility to guide what they need.