

Phase 1: Understanding and Engaging in the Classroom and School Community

Purposeful Observation and Reflection

Design structured observations (e.g., during independent reading, TC observes students using a reading engagement survey or their own anecdotal notes).

Focus language observations on specific types of language choices (e.g., noticing language). Lead conversations about when and why of language choices.

Recognize that the TC will feel a bit paralyzed by the RC language expectations at first. Consider creating an RC “cheat sheet” of phrases they can wear on the back side of their badge.

Explicitly highlight how a positive rapport and relationship is established with families and students.

Try a glow/grow/goal reflection structure – this will balance a TC’s tendencies to feel that everything is a struggle at the beginning.

Planning and Instruction

Share read alouds with the TC (e.g., alternating pages, alternating characters).

Ask the TC to call on students to answer or share during lessons.

Encourage the TC to create anchor charts (e.g., teacher can call on students and TC can write on the chart).

Have the TC sit next to you at the easel or during morning meeting, even if you are leading most/all of the instruction.

Ask the TC to lead a component of morning meeting, perhaps starting with sharing or the message. Alternate message writing (mentor teacher writes one week, TC does the following and continue every other week).

Include the TC in opening activities in CT meetings; encourage them to spend time learning the acronyms and lingo.

Classroom Management

Prompt the TC to verbally acknowledge student behaviors during transitions (e.g. “Ms. C, what are you noticing?”).

Ask the TC to lead transitions (e.g., lining students up).

Task the TC with leading an energizer or exercises.

Have the TC model during interactive modeling (e.g., “What do you notice about Ms. C?”)

Ask the TC to take on a component of closing circle.

Other Professional Activities

Prompt the TC to explicitly identify how to prepare for the day both before, and after, school (e.g., changing schedule, updating learning objectives, lunch tables, changing jobs, forms, breakfast supplies, etc.).

Get the TC involved in the prep work. Have them consider what needs to be ready for today, this week, or even this month.

Engage the TC in classroom set-up, attending Back to School Night, and family conferences.

Be Aware/Cautious of...

While eagerness in a TC is a good thing, taking on too much too fast can lead to a lack of understanding of the “why” behind instructional and management decisions.

Because of the initial structure of time and responsibilities with internship, it is likely and expected that the TC will get to know students and develop closer relationships with students than the mentor.

Have the friendly vs. friend conversation early; be explicit about the ways in which you are friendly, but not friends.

Take a proactive role in establishing your TC as a teacher in the classroom.

Establish your mentor “role” with the TC by considering what kind of mentor they need. Determine your relationship boundaries.