

## Gradual Release Model Timeline Suggestion (EXPLORATION)

<b>Competency Domain</b>	<b>I Do / Observation &amp; Initial Practice</b>	<b>We Do / Guided Practice &amp; Feedback</b>	<b>You Do Together / Supported Independence</b>	<b>You Do Independently / Demonstrated Competency</b>
Facilitating Learning				
Demonstrates Content Knowledge and Uses Academic Vocabulary	Observes mentor using accurate content and vocabulary. Begins to incorporate academic vocabulary in one-on-one settings.	Uses content vocabulary in planned small group activities with support.	Independently integrates vocabulary in small group and begins in whole group.	Demonstrates consistent and accurate use of content-specific vocabulary across settings.
Internalizes and Uses Curriculum Materials	Reviews and discusses curriculum guides with mentor. Begins using materials for basic planning.	Plans small group instruction using curriculum materials with mentor guidance.	Independently adapts curriculum for small group/individual needs.	Selects, adapts, and implements curriculum independently with fidelity and responsiveness.
Understands Students and Responds to Their Needs	Learns about students' backgrounds and needs through observation and discussion.	Begins to modify instruction with mentor input based on student needs.	Designs learning experiences that consider varied student backgrounds.	Independently adjusts instruction and materials based on student performance and individual needs.
Engages and Involves Students in Learning	Observes strategies used to engage learners. Tries brief engagement strategies (e.g., attention-getters).	Practices using engagement strategies during small group lessons.	Selects and uses age-appropriate engagement strategies independently.	Uses multiple, effective engagement strategies to involve all learners consistently.
Maintains Focus and Communicates Clear Objectives	Observes how objectives are introduced and lessons are paced.	Practices writing and stating objectives with mentor feedback.	Delivers instruction with clear objectives and pacing in guided settings.	Clearly communicates objectives and maintains lesson focus independently.

Provides Clear Directions for Students	Models and repeats directions with mentor assistance.	Practices giving directions for small tasks and revises based on student responses.	Gives multi-step directions in small and whole group with some reminders.	Gives concise, effective directions that students follow with minimal need for clarification.
Uses Student Questioning to Support Learning	Observes mentor's questioning techniques and participates in debriefs.	Practices asking recall and basic comprehension questions.	Uses higher-order questions with support and prompts.	Independently uses a variety of questions to check understanding and promote thinking.
Domain 3: Professionalism				
Creates a Respectful, Well-Managed Learning Environment	Observes mentor's classroom expectations and interactions.	Begins implementing classroom procedures with supervision.	Maintains classroom expectations with growing confidence.	Consistently promotes a respectful environment and manages student behavior effectively.
Reflects on Teaching Practice	Participates in guided reflection conversations with mentor and supervisor.	Identifies successes and challenges in lesson delivery; begins journaling or written reflections.	Reflects on student learning outcomes and instructional effectiveness.	Independently identifies strengths and areas for growth and sets goals for improvement.
Seeks and Applies Feedback for Improvement	Listens to feedback and participates in debriefs.	Begins implementing feedback in lesson revisions and teaching.	Proactively seeks feedback and applies it to planning and instruction.	Consistently incorporates feedback into professional practice with minimal prompting.

## Gradual Release Model Timeline Suggestion (ANALYSIS)

<b>Competency Domain</b>	<b>I Do / Observation &amp; Initial Practice</b>	<b>We Do / Guided Practice &amp; Feedback</b>	<b>You Do Together / Supported Independence</b>	<b>You Do Independently / Demonstrated Competency</b>
Domain 1: Planning				
Prepares Materials and Plans Effectively	Observes mentor preparing materials. Assists in gathering resources for lessons.	Prepares materials for small group lessons with feedback.	Prepares and organizes materials for individual and small group lessons independently.	Prepares and organizes all materials in advance for whole group instruction aligned with objectives.
Develops Clear Learning Goals Aligned with Standards	Reviews mentor's objectives and standard alignment.	Drafts learning goals with mentor support and edits for clarity.	Creates measurable goals aligned with standards for supported lessons.	Develops clear, measurable, standards-aligned goals independently across lesson formats.
Designs Detailed, Aligned Lesson Plans	Reviews mentor lesson plans and planning templates.	Drafts lesson plans with mentor support using structured templates.	Creates full lesson plans with aligned activities and formative checks.	Independently designs well-structured, fully aligned lessons with objectives, activities, and assessments.
Uses Assessment Data in Planning	Reviews assessment data with mentor and discusses implications.	Uses sample data to inform small group lesson planning.	References current student data to adjust lesson plans and groupings.	Independently integrates assessment data into planning for targeted instruction.
Designs Aligned Assessments	Reviews mentor-designed assessments and their alignment to objectives.	Drafts formative assessments aligned to specific learning goals with support.	Designs exit slips and other checks aligned to planned instruction.	Develops aligned formative and summative assessments to evaluate student learning.
Domain 2: Instruction				
Communicates Learning Objectives and Expectations	Observes how mentor communicates	Practices stating objectives at lesson	States and references objectives during	Consistently communicates and revisits objectives to guide learning

	objectives and expectations.	launch with mentor input.	instruction with increasing fluency.	throughout instruction.
Demonstrates Content Knowledge and Uses Academic Vocabulary	Observes mentor modeling academic language and content delivery.	Practices using content-specific vocabulary during small group lessons.	Incorporates accurate vocabulary in both planned and spontaneous instruction.	Demonstrates consistent and confident content knowledge and vocabulary use.
Implements Varied, Aligned Instructional Strategies	Observes instructional strategies used across groups and content areas.	Implements modeled strategies during small group lessons.	Chooses and adapts strategies based on student need and instructional goals.	Uses a variety of aligned strategies to support all learners during instruction.
Facilitates Student Engagement and Participation	Assists in engaging students with attention strategies and prompts.	Leads parts of lessons using modeled engagement techniques.	Designs and delivers lessons using participation strategies.	Independently facilitates consistent student engagement and interaction.
Uses Effective Questioning to Promote Higher-Level Thinking	Observes mentor's questioning techniques and student responses.	Asks planned comprehension and analytical questions during lessons.	Uses questions to probe understanding and support metacognition.	Uses varied questioning strategies to promote critical thinking and discussion.
Monitors Understanding and Responds to Student Needs	Watches mentor monitor work and give timely feedback.	Uses simple checks for understanding (e.g., thumbs up, quick write).	Monitors student progress during instruction and adjusts support as needed.	Consistently uses data and observation to adjust teaching in real-time.
Manages Classroom and Uses Instructional Time Effectively	Observes routines, transitions, and time management strategies.	Practices implementing routines with mentor support.	Maintains focus and pacing with occasional guidance.	Independently manages time, transitions, and student behavior efficiently.
Balances Structure with Flexibility During Instruction	Follows scripted plans and observes mentor flexibility.	Begins to adapt plans in the moment with prompting.	Balances planning with responsiveness to student needs.	Adjusts instruction smoothly in real time to maximize learning outcomes.
Domain 3: Professionalism				

Seeks and Applies Feedback for Professional Growth	Receives feedback and engages in reflection discussions.	Implements feedback into revised plans and lessons.	Seeks specific feedback and applies it to instruction.	Regularly requests and integrates feedback to grow professionally.
Reflects on Teaching Practice	Participates in reflective conversations and debriefs.	Writes brief reflections on teaching experiences with guidance.	Analyzes successes and challenges independently and identifies adjustments.	Engages in thoughtful, consistent reflection to improve instructional practice.