

TLC Objectives

- What are TLCs – the nutshell version
- How do TLCs relate to the larger professional development context/frameworks/rubrics
- Orientation to support materials you will use
- In depth discussion of the TLC process
- Tried and true strategies for effective TLC facilitation

Learning about each other

- The TLC Process is relationship-based, so we want to start building relationships at this level!
 - What has been a highlight of your coaching work (being coached or providing coaching)
 - What has been a low point?

Learning about NCQTL

- The *National Center on Quality Teaching and Learning* supports Head Start with evidenced-based resources and training to improve classroom practices and help young children succeed in school and life.

- NCQTL team:
 - University of Washington
 - University of Virginia
 - Vanderbilt University



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TLCs Teachers Learning & Collaborating

Overview the TLCs

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TLC Intro Video

- Get an overview of the TLCs
- Watch Facilitators and Participants talk about their TLC experiences
- We have a similar video that you will share with teachers

What are TLCs?

Teacher Learning & Collaborating (TLCs) provide:

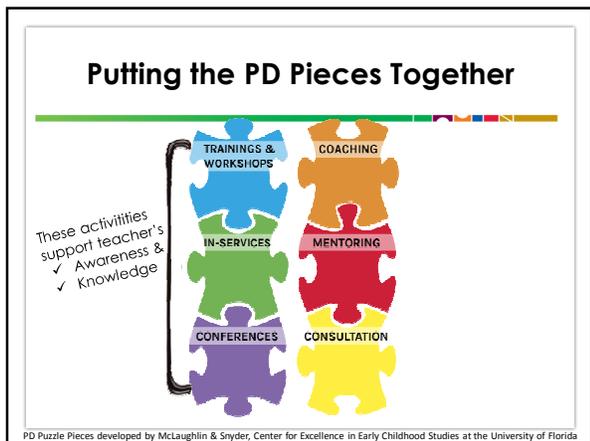
- **Structured and facilitated** work groups of teachers supporting teachers (non-evaluative)
- **Scalable, sustainable, and cost effective** approach to supporting improved teaching practice in Head Start programs

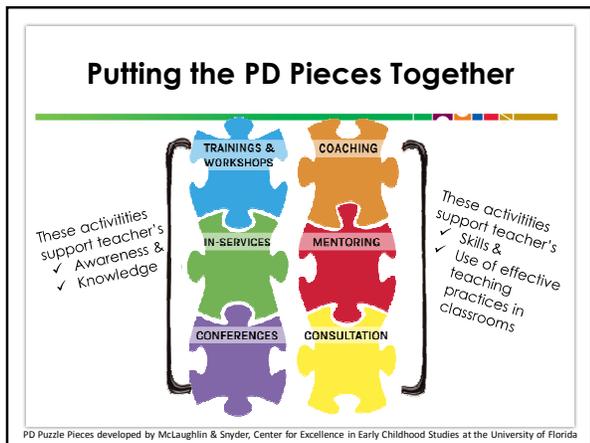
Effective TLCs

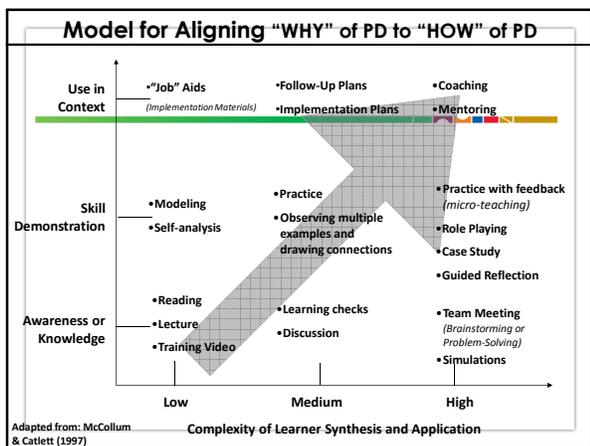


This block contains several elements:

- Top left: Logo for 'THE NATIONAL CENTER ON Quality Teaching and Learning'.
- Top center: The 'TLCs' logo with colorful silhouettes.
- Top right: Text 'Teachers Learning & Collaborating'.
- Middle: A green banner with the text 'TLCs Within The Larger PD Context'.
- Bottom left: A collage of photos showing children in various educational settings.
- Bottom right: The 'NCQTL' logo.



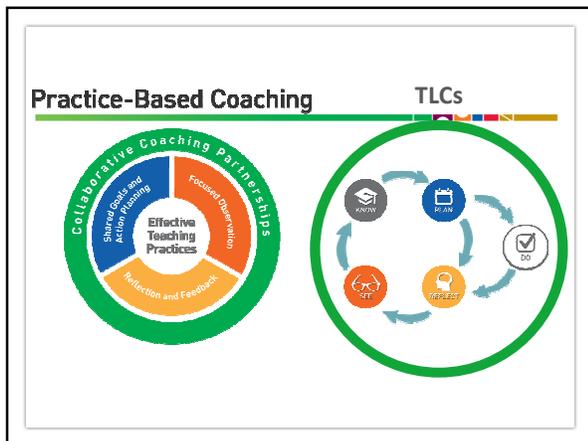


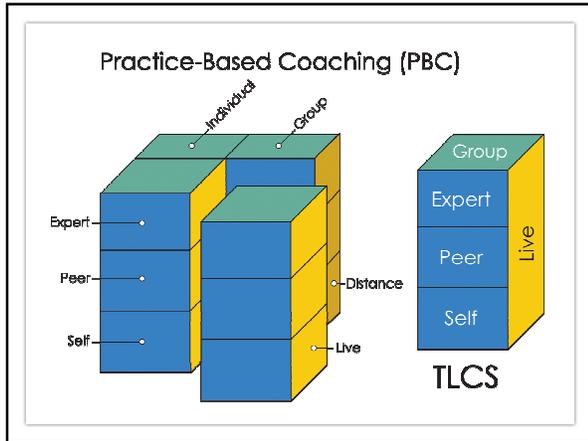


Estimated Coaching Impacts*			
TRAINING COMPONENTS	OUTCOMES		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
...+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

*Note: Adapted from "Student Achievement Through Staff Development," by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.





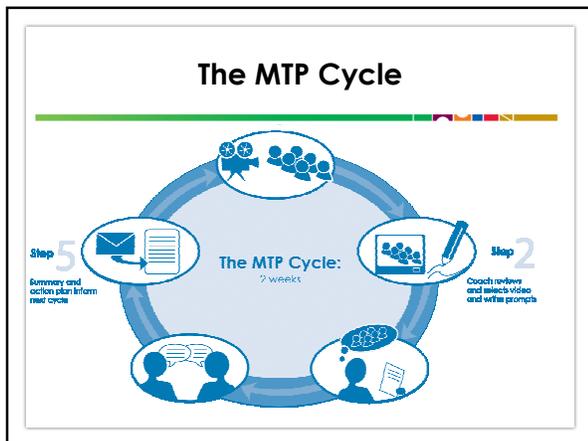


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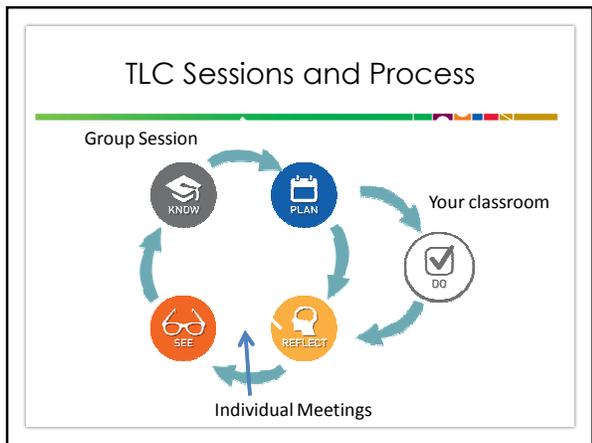
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Background Influences

NCQTL



The logo for Teachers Learning & Collaborating (TLCs) features a circular arrangement of colorful human figures in shades of yellow, orange, red, purple, and blue. To the left is the logo for The National Center on Quality Teaching and Learning, and to the right is the text "Teachers Learning & Collaborating". Below the main logo is a green banner with the text "The TLC Process". The bottom section contains a collage of four photos: children playing, a child writing, a child with a puzzle, and a child with a drawing. The NCQTL logo is in the bottom right corner.



TLC Session Background

- The first 3 sessions the content is more structured. Focus on:
 - Building relationships
 - Introduction to process
 - *Establishing group norms*
 - *Practice video recording*
- Sessions 4 and beyond, choose content from a variety of options and follow the TLC process

KNOW 

- This is the TLC content, the teaching strategies (make sure it is research based)
- Insert your content here. (based off of what your data is telling you)
- For example, curriculum, Toddler CLASS, ITERS, HOVRS, ect..
- Select from menu to align with your individual groups' needs

PLAN 

- Participants individualize formal or informal plan of action:
 - What settings being intentional about?
 - What strategies does the teacher use?
 - How will children respond?
- Can be challenging
 - Scaffold in early sessions
 - Save enough group time

PLAN 

- Video Example:
 - Mapping out PLAN form
- Helping with Planning
 - The facilitator will support participants in making workable plans.
- Scaffolding the plan is good!

DO 

- Two week between sessions:
 - Participants **enact plan** of action
 - **Video record and/or record their plan**
 - Participants **reviews recording** and answers reflective questions (see PLAN form)
 - Participants may meet with facilitator between the TLC sessions

REFLECT 

- Each teacher or home visitor will REFLECT on his/her own recordings.
- They can record again, share it with a peer, or share with the coach.
- It is their own recording for professional growth. Not to be use for evaluative purposes.
- It can be deleted when they are done.

Individual Meetings

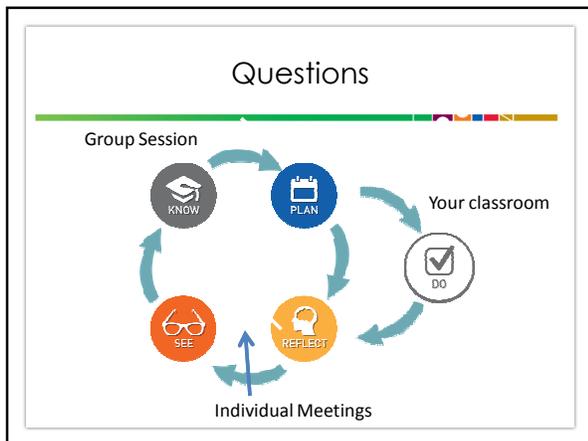
- The facilitator will meet with one staff member in between sessions.
- This is an opportunity for expert coaching to support individual needs.
- Review participants plan
- What went well? What would you do differently?

SEE 

- Participants watch their peers recording from the classroom
 - Provide feedback to each other
 - Discuss what they see

SEE 

- Video Examples:
 - Setting the stage
 - Discussion with pushing feedback
- Best Practices
 - Videos should be about 2-3 minutes
 - Focused observation vs. recording all of work time
 - Have participants practice recording before they go live



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Being the Best Facilitator

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Facilitator's Role

- Facilitator is **guide, expert, leader**:
 - Anticipate problems, how others will respond
 - Orientate to objectives and learning
- Be **patient**
- Be a good **listener**
- Stay positive and **energetic**

Promoting Buy-In

- Meet participants **where they are at**
- Help participants see where there is a problem and walk through a **process of intentional teaching**
- **Change takes time**
- Attendance

Staying on Track

- **Reframe observations**/comments
 - 'What I hear you saying...'
 - **Recognize** 'ah-ha' moments
 - Celebrate **accomplishments**
- **Restate** and make connections
- Use **TLC Process**
- Cut off discussions

Your Feedback

- Feedback should **encourage, acknowledge, and affirm** teachers' strengths. Whether given in a group setting or a one-on-one meeting, keep the **feedback conversational and reciprocal**. It should be **grounded in the data/observation** and connected to the teachers' original plan.

Feedback Tips

- **Preparation** is key
- Individual vs. group
- Make it **manageable**
- Put the **power in the TLC participants!**
 - Build relationships/connections
 - Discussion Prompts
 - Conversation Starters



Providing Feedback

- Teach your participants how to give feedback, because they are going to be giving feedback to each other!
- Use the '**sandwich approach**':
 - Compliment—the positives
 - Coach—present the challenge
 - Encourage—bright outlook

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Next steps

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Next Steps

- Review how to set up groups
- Start small
- Be intentional
- Work on logistics in program
- Safe Place
- Getting Buy In
- Invite teachers/participants
- Do baseline assessment

For additional questions

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For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.
