TEACHERS LEARNING & COLLABORATING (TLC) PROCESS

TLC OVERVIEW

• A group format Practice-Based Coaching model for ongoing professional development
• Combines different types of coaching: expert (trained facilitator), peer (fellow participants), and self (participant) coaching
• In-person participant work groups led by trained facilitators, supported by independent classroom video recordings, and guided by group discussions on practices
• Process to focus on teaching practice using video recording, reflection, group and individual feedback
• Cost-effective way to provide group coaching using NCQTL resources, including the NCQTL in-service suites

SUCCESSFUL TLC PLANNING: THE “THREE Ps”

PREPARATION

Financial Commitments:
• Programs will provide video equipment (e.g., video cameras, SD cards, and tripods for each participant).
• Participants will need release time (e.g., meetings, or substitutes during the day) as will facilitators (e.g., meetings, planning and preparation time, etc.) to participate in the TLC Process.
• Programs are responsible for sending facilitators to 2-day TLC training.
• Programs determine how to pay for the cost of printing training materials.

Materials/Resources:
• Regular access to a private place for meetings (both group and individual meetings)
• Ability to watch videos, such as via a computer or television with a USB connection
• Resources for copying material to be used throughout the TLC Process
• Access to computers and high-speed Internet, if choosing to use Coaching Companion for individual meetings
**PERSONNEL**

**TLC Facilitators:**
- can be education managers, coaches, or other staff who support teachers within your program or grantee.
- make a commitment to facilitating the TLC group sessions throughout the school year.

**Training for TLC Facilitators includes:**
- an in-person 2-day training that is the foundation for being a facilitator
- instruction in how to lead group discussions, how to promote intentional video recording, and how to coach participants
- the *TLC Facilitation Manual, TLC Session Guides*, and support to implement the TLCs.

**TLC Participants are:**
- a group of 6–8 people committed to attending in-person TLC group sessions for the school year.
- generally teachers and/or teaching assistants.

**TLC Time Commitments**

<table>
<thead>
<tr>
<th>Participants, 5–7 hours/month</th>
<th>Facilitators, 12–15 hours/month</th>
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<tbody>
<tr>
<td>o Attend in-person sessions every 2 weeks (90 minutes/session)</td>
<td>o Prepare for sessions</td>
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<td>o Complete video recording and reflection in between sessions (1 hour each)</td>
<td>o Conduct individual teacher meetings</td>
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<td>o Lead the TLC Process</td>
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**PROCESS**

The TLC Process is a cyclical, non-evaluative process for supporting teachers’ use of effective teaching practices that can lead to positive outcomes for children.

**WHO:** TLC groups include 6–8 participants and 1 facilitator.

**WHEN:** TLC group sessions are 90 minutes long and occur every 2 weeks for 6–8 months.

**WHERE:** At a regular location most convenient for the teachers that allows for private discussion.

**WHAT:** TLC sessions include learning new content, supportive discussion, and reflective video watching with other teachers. Participants video record in their classroom each week, and receive individual coaching as needed.