



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

Participants, 5–7 hours/month

- Attend in-person sessions every 2 weeks (90 minutes/session)
- Complete video recording and reflection in between sessions (1 hour each)

Facilitators, 12–15 hours/month

- Prepare for sessions
- Conduct individual teacher meetings
- Lead the TLC Process

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.



For more information about TLCs, please email TLCNCQTL@UW.EDU.

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