# TLC System – Framework for Learning Supports

| | Adult Learning | Collaborative Culture | Communication | Content/Pedagogy/Assessment | Systems Thinking | Data | Organizational Leadership |
|---|---|---|---|---|---|---|---|
| **Focus Areas** | Design and delivery of professional learning | Facilitation of group processes and development of necessary structures for professional learning environments to be effective. | Cultivation of skills associated with effective dialogue with colleagues. | Implementation of research and best practice in content (Iowa Core), instruction, and assessment. | Integration and alignment of district and statewide educational improvement efforts. | Facilitation of data analysis and data informed decision making. | Facilitation and enactment of a vision for school improvement with teacher leadership as a point of leverage. |
| **Outcomes** | • To use knowledge and understanding of adult learning styles and preferences; generational differences; and different backgrounds, ethnicities, cultures, and languages to design and deliver professional learning or to support those who do.<br><br>• To incorporate existing and emerging technologies in the design and delivery of professional learning. | • To cultivate educator's facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.<br><br>• To utilize peer to peer processes (or to support those who do) to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change.<br><br>• To cultivate effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning. | • To give and elicit honest, open, and constructive feedback.<br><br>• To demonstrate deep listening skills, such as paraphrasing and asking deep clarifying questions.<br><br>• To seek and engage in non-evaluative, reflective dialogue with colleagues.<br><br>• To balance advocacy and inquiry. | • To engage in studying and applying current professional literature and pursue professional learning opportunities focused on content, instruction and assessment.<br><br>• To support implementation of instructional strategies that ensure individual student learning needs remain the central focus of instruction.<br><br>• To increase the capacity of colleagues to identify and use multiple assessment tools aligned to state standards.<br><br>• To support colleagues in the alignment of content, instruction, and assessment. | • To understand the processes of school improvement and 2nd order change.<br><br>• To align teacher leadership efforts to implement:<br>MTSS<br>Iowa Core<br>Early Literacy<br><br>• To understand the aligned and delineated roles and responsibilities of the administrator and the teacher leader by following the professional learning standards. | • To collaborate with colleagues in the design, implementation and scoring of assessments, and the subsequent interpretation of student data to improve educational practice and student learning, or to support those who do.<br><br>• To use assessment and data findings to influence changes in instructional practices and/or organizational structures to improve student learning.<br><br>• To facilitate program evaluation and impact in collaboration with team. | • To cultivate coaching skills specific to administrators to support teacher leaders and other administrators who work with teacher leaders.<br><br>• To develop the Professional Capital of an organization.<br><br>• To cultivate a mindset that supports empowerment of teacher leaders.<br><br>• To allocate resources and implement organizational structures and schedules that facilitate the implementation of a system of teacher leadership.<br><br>• To create a climate and culture conducive to teacher leadership (e.g. how to engage, how to create a shared vision, how to empower, how to delegate, how to navigate accountability issues, how to identify and establish processes and protocols for decision-making/problem-solving/situation analysis).<br><br>• To identify a change process and support teachers and teacher leaders as they experience change. |