

Organizational On-Boarding TLAC Online
Implementation Recommendations to Maximize Impact

1. Select a Platform Owner for your school

- a. This person should be on the school leadership team, have responsibility for some aspects of teaching and learning, have familiarity with TLAC techniques, and be comfortable with technology
- b. S/he should then spend around 90 minutes on the platform getting to know it and specifically, complete at least three modules, one for each of the types of practice: video, planning, and video/planning combined
 - Some suggestions: Video Practice Only: [Radar—Building Radar](#); Planning Practice Only: [Plan for Error—Anticipate Student Error](#); Combined Practice: [Cold Call—Time the Name](#)
 - For a complete list, Our Get Better Faster alignment document identifies the type of practice in each module
- c. S/he should also consider and make a recommendation for how the modules could best fit within the existing structures of the school; possible use cases include:
 - Summer pre-work for all hires
 - Summer PD night-before pre-work to introduce the next day's topic, gain more time for in-person practice
 - Summer PD homework to reinforce and get extra practice with taught techniques
 - On-board late hires
 - Individualized PD during school year based on a teacher's development goals
 - Support PLC self-selected topics

2. Train the Leadership Team on the Platform and Discuss Implementation

- a. During a leadership team meeting, set aside an hour for the Platform Owner to provide the team with an overview of the platform, how it's designed, etc.
 - Have leaders complete a specific module on their own ahead of time
 - A sample note you can send out is on page 2
- b. The team should spend most of their time discussing options for implementation, including:
 - Where and how to use the platform
 - scope and sequence/specific modules/calendar
 - school wide behavior/academic benchmarks
 - development trajectories (e.g. Get Better Fast sequence)
 - evaluation rubrics
 - Who teachers will send their final video to (leaders, coaches, peers), and what the expectations are for that person's response (see page 3 for sample emails)

3. Introduce the Platform to Teachers

- a. During a staff meeting, have the Product Owner provide a brief overview of the site, including:
 - How the site is designed, purpose of the modules, video etc.
 - How the school will be using it throughout the year
- b. Give staff a deadline for submitting their first practice

4. Start Using the Platform!

- a. Throughout the year, observe classrooms for evidence of skills practiced in TLAC Online; privately (email, 1:1 conversation) and publicly (weekly staff email, at outset of PD) acknowledge and celebrate those examples to strengthen a culture of practice and growth mindset

Sample Handouts for Coaches:

Champion Middle School Summer Training 2018 Teach Like a Champion Online – Preparation for Instructional Leaders

This summer we will be using TLAC Online practice modules as homework to accelerate our teachers' mastery of foundational Teach Like a Champion Techniques. Each 15-minute module follows a similar design pattern:



STEP INTO A CLASSROOM

Observe the technique in action with teachers and students.



SEE A MODEL

Watch members of the TLAC team modeling how to practice the technique.



PRACTICE

Record yourself practicing to review and share with others.

Directions:

1. Point your Chrome browser (recommended) to <http://tlaonline.com>
2. Log in is your school email address, e.g. dsmith@championschools.org.
3. Password is the same for everybody: champions123
4. To familiarize yourself with the work our teachers will be doing, click the link to the first assigned module: [Strong Voice-Establishing Formal Register](#). Complete the module, including the practice **by July 30**.
5. At the end of your practice, the system will prompt you for the email address to share your practice. Please put in my email—dsmith@championschools.org. Click the check box for “Send a copy to myself.” **Send your final practice to me by 9pm, July 30.**
6. Something not quite working? Try restarting your computer and logging in again.
7. Still not working? Email me and I'll submit a help ticket.

Expectations for Providing Feedback:

1. All teachers will be submitting their final practice to their instructional coach.
2. Coaches must watch and provide brief email feedback—maximum 2 glows/2 grows—to each teacher within 48 hours. Coaches should cc principals on their feedback
3. The back side of this has sample feedback given to teachers as follow up to an in-person Cold Call PD.

Sample Practice Feedback via Email:

Hi Angela,

Thanks for sharing your practice with me! Feedback:

Intro to CC

Strengths:

- Careful scripting – you'd clearly thought out what you want to say and pulled from the models.
- For a first practice, effective to rely closely on the scripts – helps you hear what you prepared and test it for clarity and concision.

Opportunities for Improvement:

- Economy of Language – since you have it carefully scripted, see if you can cut it by a third. Focus scholars on what's most important.
- Bring your delivery closer to live: Stand when you practice. Try bulleting your notes to help you move away from feeling you need to say the words exactly as they are on the page toward hitting the key ideas in an authentic, natural sounding tone.

Feel free to resubmit if you wish and I'm happy to take a look.

Best,

David

Hi Drew,

Here's feedback on your Unbundle and Follow-on clip.

Strengths:

- General observation on the quality of your practice – way to be all in! Standing, using names, imagining a full room of scholars in front of you – that's how you get the most out of your practice.
- You've got the concepts – I saw evidence of unbundle, "Name one key moment..." "Name a second key moment..." Follow on: "Elaborate on..."

Opportunity for Improvement:

- Drop the phrase, "Who can..." at the start of your question. You didn't do it every time but on a few. ("Who can remind us of what the word pivotal means...Jake?...Who can name one of those moments?" Better: Remind us of what the word pivotal means....Name a pivotal moment..." Reasons why: (1) Economy of language – focus students on what's most important Also helps pacing. (2) Potentially confusing to scholars – sounds like they get to decide if they want to hazard a guess rather than clearly understanding this is a Cold Call situation.

Thanks for sharing your practice with me. I'm excited to come back and see you in action with your scholars!

Best,

David