

WHY ?

- **To create a programmatic experience for Teacher Leaders** at partner schools, developing a common beliefs, language and a set of core practices that exemplify the TIF community of practice
- **To maintain a shared focus on professional growth**, encouraging Teacher Leaders to address the authentic challenges within their schools, emphasizing reflection on their planning, role-taking and results
- **To show, at a meta-level, how adult learning works.** We partner with Teacher Leaders to live and lead the process of socializing knowledge: Cultivating a seed idea, step-by-step, to the point of full community impact. The community-building and leadership practices we employ can be applied to any school-based collaborative problem-solving effort.

WHAT ?

A bite-sized, project-based learning experience facilitated by Teacher Team Leaders

Each Cycle contains:

- **Professional literature**
- **Time dedicated to structured reflection**
- **Modeling** of a peer instructional coaching, leadership or collaboration practice by the TTL
- **Opportunities to practice** what was modeled and to make adjustments
- **Teacher Leadership mini-project** that they will conduct for the next two weeks: "Credibility and a platform to extend their learning to colleagues" (BWA PICs/DTs)
- **Strategic Leadership Conversation**
- **Written reflective response** to TTL

HOW ?

Experiential Learning Model

- **TTL team develops curriculum** and test-pilots each task prior to introducing it to PICs/DTs/SLs
- **TTLs spend 1 full day every 2 weeks** with school-based partners
- **TTLs model Teacher Leadership practices:** Visiting classrooms, conducting instructional debriefs, introducing project-based learning task, planning leadership conversations
- **TTLs have leadership conversations** with School Leaders and Chapter leaders, alongside PICs/DTs whenever possible
- **TTLs stay in touch** with Teacher Leaders via email, receiving PIC/DT written reflections in advance of their next visit.

TIF
Cycles of
Professional
Learning