

TLE Implementation Options

In designing a menu of supports, it was important to consider what is **required** to ensure users could implement units with excellence, as well as those optional supports that would **further enhance** student and teacher experiences.

In answering that question, it was helpful to think about a spectrum of implementation of supports along different planes:

1. **Vision Setting:** Supports geared at both teachers and leaders that supports and understanding of what TLEs are, how they're designed, and how they work.
2. **Teacher Preparation:** Supports intended to ensure teachers are prepared to teach units and lessons effectively.
3. **Teacher Coaching:** Supports intended to build site-leaders' ability to directly coach and support their own teachers in successful TLE implementation.
4. **Train the Trainer:** Supports aimed at building internal capacity to support successful TLE implementation and scale.
5. **Community Engagement:** Supports focused on building a learning community focused on TLE implementation.

The menu we designed is rooted in the belief that you can't achieve the stated goals (namely: successfully implementing TLEs) without at least some level of vision setting and teacher preparation. Therefore, those supports are required. The remaining options layer on additional supports, which we believe will increase the likelihood for success and/or scale.

Baseline Implementation Supports (Required)

1. **Introduction to TLEs:** Through a half day of deep prework and a half day synchronous or asynchronous session, participants will receive a high-level introduction to TLEs including; What are TLEs? How are TLEs designed? What is the impact of TLEs on student learning? As prework, participants will experience TLE exhibitions first-hand, including; student presentations of exemplar work, and recorded panel discussion.
2. **Unit Unpacking:** Over a full day training, participants will prepare for implementing their first TLE. This includes: understanding the most critical disciplinary knowledge and skills and transferable skills, unpacking exemplars, and pacing the unit on their school calendar. Teachers will prepare for differentiation and prioritization, prepare to deeply invest students in TLE work, and practice effective implementation.
3. **Intellectual Preparation and Student Work Analysis:** At two strategic points in the unit, participants will gather for a 90 minute session to; look at student work, look ahead at the most critical content, understand and unpack exemplars, key misconceptions, and important skills and content.

Enhanced Teacher Support (Optional)

1. **Expanded Intellectual Preparation and Student Work Analysis:** In this expansion of Intellectual Prep and Looking at Student Work (LASW), participants will gather at two additional points in the year to; look at student work, ensure participants understand key points, common misunderstandings, and re-teach strategies for the most critical skills and concepts in the unit.
2. **Data Stepback:** TLE participants review a selection of data (including curated samples of student work, survey results, etc.) from the unit to identify key successes and challenges and to codify insights. A structured conversation will support participants in reflecting about and codifying what worked and what they would like to do differently to support continuous improvement in student work and in the student experience.

Enhanced Leader Support

1. **Train the Trainer Capacity Building:** In concert with the options above, Springpoint coaches would support the development of instructional leadership at the school to take the selected sessions and practices in-house. This would include pre- and post-session coaching focused on building a deep understanding of what we do and why, structured note taking and reflection, practice sessions, and coached at-bats.
2. **Structural Planning and Instructional Coaching:** Over four 90-minute sessions, building and/or instructional leaders work with Springpoint coaches to develop a plan for optimal implementation of PBL. This includes a schedule audit, instructional coaching best-practices, and data systems support. Additionally, coaches will be trained in the basics of Observation Feedback and Looking at Student Work Protocols
3. **Coached Walkthroughs:** Building and/or instructional leaders spend a half or full day with Springpoint coaches observing TLE instruction live. At the end of the day, leaders step back to identify bright spots, areas of growth, and create a plan for addressing the highest leverage gaps.

Other Options

1. **Community of Practice:** In a facilitated CoP, participants will identify problems of practice and desired areas of support. Springpoint coaches will coordinate aligned collaborative training and community building.
2. **Bright Spot Cultivation:** For schools ready to declare that rigorous and purposeful PBL is at the core of their instructional vision, Springpoint offers this service to support community-informed and invested change management. Springpoint coaches will support teachers in developing bright spots through LASW, and virtual coaching for teachers and students (with a meta-debrief for teachers) as they prep for an exhibition experience where students are able to share their best work, describe the process they took to get there, and explain the impact the experience has had on them.