Frequently Asked Questions about the Teacher Learning and Leadership Program

Q. What is the Teacher Leadership and Learning Program (TLLP)?
A. The TLLP is a new project-based professional learning opportunity for individual experienced teachers or teacher-led groups consisting of experienced teachers and other experienced educational workers (e.g. educational assistants, social workers). Interested teachers are invited to submit project proposals for self-directed professional learning and knowledge exchange activities. Fifty projects will then be selected for funding.

Q. What are the goals of the TLLP?
A. The TLLP has three objectives:
   1. To support experienced teachers who undertake self-directed advanced professional development related to improved student learning and development.
   2. To help classroom teachers develop leadership skills for sharing learning and exemplary practices on a board and/or provincial basis.
   3. To facilitate knowledge exchange.

Q. Who is eligible to participate in the TLLP?
A. Experienced teachers from all district school boards, school authorities and provincial schools are eligible to apply. Individual teachers or groups of teachers may apply. Groups must be teacher-led but may include other educational workers, such as education assistants.

For the purposes of this program, eligible teachers are defined as teachers who are beyond the induction career stage and whose primary assignment is teaching students (e.g., classroom teacher, teacher-librarian, guidance counsellor, co-op teacher, itinerant teacher). Teachers working in system level or administrative positions (e.g. coordinators, consultants) are not eligible.

Q. What is required of successful applicants?
A. Successful applicants are required to meet the following expectations:
   • Develop a proposal
   • Attend the two-day Leadership Skills for Classroom Teachers training session on March 27 and 28, 2008
   • Carry out the activities as described in their proposal application
   • Participate in an on-line community of practice
   • Share their learning
   • Conduct an analysis of their learning
   • Produce a report on their learning (see TLLP Teacher Participant Final Report Form)

See 2007-08 TLLP Program Guidelines for more details.

Q. What are the timelines for the TLLP?
A. | Date          | Activity                                                                 |
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<tbody>
<tr>
<td>November 30, 2007</td>
<td>Due date for submitting your application to the board’s director of education/supervisory officer of school authority.</td>
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<tr>
<td>February 2008</td>
<td>Participants will be selected and notified.</td>
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<tr>
<td>March 27 and 28, 2008</td>
<td>All participants will attend a two-day Leadership Skills for Classroom Teachers training session.</td>
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April 2008 – May 2009 Participants carry out their projects.

June 2009 Participants are required to submit the completed TTLP Teacher Participant Final Report Form to their board’s director of education/supervisory officer of school authority.

See TLLP Program Guideline for more details.

Q. Will the TLLP continue after the 2007-08 school year?
A. Yes. The TLLP is an annual program.

Questions for Applicants

Q. When is the deadline for submitting project proposals?
A. Project proposals must be submitted to your director of education/supervisory officer of school authority by November 30, 2007.

Q. How many proposals can be submitted?
A. There is no limit to the number of proposals which can be submitted.

Q. How many project proposals will be funded in 2007 - 2008?
A. 50 projects will be approved for funding.

Q. What is the maximum grant available?
A. There is no set maximum amount since it will depend on the scope of the proposed project. However, the most common range of funding is expected to be approximately $1,000 for small-scale projects, up to $10,000 for projects involving teams.

Q. How will proposals be selected?
A. Directors of education/supervisory officer of school authority will convene a committee comprised of federation representatives and board staff to review the proposals. The committee will identify two proposals to be recommended to the Ministry of Education. These two proposals will be forwarded to the Ministry of Education along with the topics of all other proposals received by the board. A Provincial Teacher Learning and Leadership Committee will make the final selection decision. It is expected that in 2007 - 2008 a total of fifty projects will be selected.

Q. What selection criteria will the board review committee and the TLLC be following?
A. - The extent to which the topic would have an impact on student learning and development and reflect ministry/board/school goals
- The experience the teacher/group of teachers brings to the subject matter or the project
- The extent to which the proposal is guided by the following five characteristics of effective professional learning (see Appendix A of the 2007 – 2008 TLLP Guideline):
  Coherent
  Attentive to Adult Learning Styles
  Goal-oriented
  Sustainable
  Evidence-informed
- The innovative nature of the proposal
- The quality of the proposal (i.e. to what extent the proposal is well thought out and realistic)
- The potential of the plan for sharing with others in the school, board, and/or other boards
- The extent to which the learning and sharing outcomes could be measured
- The potential effectiveness and efficiency of the project (due to the limited duration of the project, this does not imply EQAO data)

Note that the TLLC will also be considering the funding available and equity of distribution.

Q. When will successful applicants be notified?
A. Decision letters will be sent to all applicants in February 2008.

Background

Q. Who was involved in the development of the TLLP?
A. The program was designed in collaboration with teacher federations and experienced teachers. It was approved by the Minister’s Education Partnership Table in May 2007. It is based on the recommendations of the Working Table on Teacher Development.

Q. What were the key recommendations of the Working Table on Teacher Development?
A. The Working Table recommended that:
   • five key characteristics of effective professional learning be recognized;
   • professional learning opportunities be coordinated; and
   • experienced teachers be provided with the opportunity to share exemplary practices.