

## Tips you may wish to consider when completing your TLLP application

### Section 1: Applicant Information

Teachers working in system level or administrative positions (e.g., principals, coordinators, consultants) are not eligible to apply for TLLP funding or lead a TLLP project, however, these educators can provide extremely valuable input as team members. Previous successful TLLP teams have included support staff of all types.

For group applications, limit the size of your group to those actively involved in the steering or implementation aspect of the project as opposed to those participating in the professional learning activities.

### Section 2: Project Proposal

#### **Name of project:**

The name should be an easy indication of the content. For example: “Using wikis in the classroom” is more precise than “Technology in the classroom”.

#### **Your project topic:**

Provide a brief description (no more than 100 words) of what your project is about.

#### **Rationale for pursuing the learning project:**

We are interested in knowing how the project will help address the professional learning needs you have as a practicing teacher. Why do you need to meet this professional learning need at this time or in this way? In other words, how will this project help you become a better teacher?

#### **How the project outcomes contribute to increasing student learning and development:**

Briefly explain how the outcomes of the project will contribute to increasing student learning and development after you have completed your professional learning.

#### **Background and experience you bring to the project:**

We are interested in the background and experience you have as it relates to the learning topic. The expectation is that the teachers bring suitable background and experience to the subject. At the centre of the TLLP concept is the understanding that your proposed research or additional learning experiences will be shared with your colleagues. Your learning is meant to enhance the learning of the other teachers.

*Teacher Learning and Leadership Program for*  
**EXPERIENCED TEACHERS**

**Use SMART Goals when developing your overall project proposal; the following chart may help you with this process:**

<b>S</b>	<b>Specific</b> – The goals must be specific about the new professional knowledge you wish to acquire.
<b>M</b>	<b>Measurable</b> – What will be seen or heard as evidence of achievement of goals?
<b>A</b>	<b>Attainable</b> – Can the goals be attained with the time and resources available?
<b>R</b>	<b>Relevant</b> – How is this goal related to larger purposes of your school, your board and Ontario education?
<b>T</b>	<b>Time Bound</b> – What is the timeframe for achieving your goals?

### **Section 3: Plan for Your Professional Learning**

**Goals:**

Clearly explain what you want to learn from your project (i.e., the learning that you, as teachers, aim to get as opposed to your students’ learning). Through the use of SMART goals, clearly define each professional learning goal. This is the “learning” part of the Teacher Learning and Leadership Program.

**Activities:**

Describe the process you plan to follow and the things you will do at each stage of the process to meet each professional learning goal you identified. Make sure your timelines fall within the implementation period (outlined in TLLP Timelines posted on the Ministry website (<http://www.edu.gov.on.ca/eng/teacher/tllp.html>)).

**Measurement:**

How will you know you have met each professional learning goal? How will you measure this progress? It is suggested that you identify at least one measurement strategy for each learning goal you identified.

We encourage you to have a plan for measuring progress throughout your project. You will want to consider how to establish baseline information at the beginning of your project (e.g. a beginning journal entry explaining what you currently know about your topic, or a survey) and how to capture the difference your project has made to this baseline as it progresses. Try to be as specific as possible.

**Budget:**

Ensure that the support needed for all the activities you describe are accounted for in your budget. This includes training you will require, access to resources, travel allowances and equipment rental.

TLLP funding is primarily intended to provide teachers with release time to engage in their professional learning activity – it is not meant to provide funds for student learning focussed projects and resources or for capital expenditures such as computers, cameras, printers, or other equipment.

**Section 4: Plan for Sharing**

**Goals:**

Using SMART goals, describe the outcomes of your sharing. Indicate who you will share your learning with. This can be other teachers, within or outside your school, or with colleagues in other boards.

**Activities:**

Clearly explain how you will share your learning with colleagues. This is the “leadership” part of the Teacher Learning and Leadership Program. What will this sharing actually look like?

**Measurement:**

As in your plan for learning, your plan for sharing needs to include a plan for measuring what others have learned from your project. You will want to consider how to establish baseline information at the beginning of your sharing (e.g. a pre-test) and how to capture the difference your sharing has made to this baseline as it occurs.

**Budget:**

Make sure the all of the needs for the sharing activities are provided for in your budget.

**Sections 5 and 6: Total Budget and Declarations**

**Total Budget:**

Add the budget amounts indicated in Section 3 and Section 4.

**Declarations:**

All participants are required to sign the declaration section as a commitment to carry out the project as described in the proposal. The principal of your school and, when applicable, the principal(s) of other group members’ school(s) must also sign the declaration to indicate that they are aware of your proposal.