

# TLO Guide

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# TLO Guide

TLO is a specific type of Lesson Exploration - Role Play session used during 5-day Summer Workshops to help teachers learn about the curriculum, build empathy with the student experience, practice teaching with the lesson materials, and discuss how these lessons will look in their physical classrooms.

## Overview of TLO Sessions

TLO sessions have participants actively teaching or learning lessons from the curriculum. During the lesson, facilitator(s) act as observers in the back of the room, and the teaching group is leading the lesson. TLO sessions end with a debrief which has teachers think about how to bring lessons like this back to their classroom. We do TLO Sessions in workshops because they teach content while giving participants exposure to the types of lessons in the curriculum. Engaging in lessons as a learner enables participants to build empathy with the student experience and the workshop setting provides a safe space to practice their craft and try new things with colleagues.

There are some challenges that arise while running TLO sessions, specifically:

- Participants slipping out of their roles
- It's time-consuming, and some participants just want to be told what they need to know
- Practicing teaching reveals difference in approach that can create tensions in the room
- People aren't going to teach the lesson in the way you think they should

Strategies for addressing these challenges include:

- Remind people of roles often, and demonstrate where and when people will have time to talk about what's on their mind
- When people have breakthrough moments during debriefs, remind them that this is why we do TLOs
- Find bright spots in the lessons: where did things go well? What did we learn here that will be useful in our own classroom?

## Flow of a TLO session (65 minutes)

<b>Teaching group setup</b> (3 minutes)	Teaching group sets up whatever they need for the lesson.
<b>Previously on</b> (2 minutes)	Facilitator provides context for the lesson and gives an overview of what students should know coming into the lesson. (optional slides are in the master deck)
<b>Teaching group delivers lesson</b> (40 minutes)	Teaching group runs the lesson with the rest of the participants acting as learners while facilitators observe from the side (intentionally staying out of the action). While the lesson is running, facilitators are determining if they should use the provided debrief or if they should craft their own debrief.
<b>Debrief the Lesson</b> (20 minutes)	<p>Reflection (5-6 minutes)</p> <ul style="list-style-type: none"><li>• Facilitator gives the learners a prompt to reflect on individually then discuss at their table.</li><li>• At the same time, the teaching group reflects on teaching group reflection questions</li></ul> <p>Share Out (14-15 minutes)</p> <ul style="list-style-type: none"><li>• First, the teaching group shares their reflections with the group</li><li>• Then, the whole group discusses a prompt provided by the facilitator related to the lesson. The discussion focuses on how to bring a lesson like this back to your classroom and not workshopping what the teachers did during the demo.</li></ul>

## The Debrief

The debrief is a core feature of the TLO. It allows us to make space for participants to reflect on their experience as a learner and then consider how they can use that experience to deliver the lesson in their own classroom.

In the past, facilitators have constructed their own debrief based on how the lesson was delivered to participants. Starting in the summer of 2020, the agenda includes a suggested path for the debrief if the teaching group delivers the lesson in a way that is aligned to the “Essential Practice” listed in the agenda (see the TLO Tips in the Activity Packet for detailed descriptions of the Essential Practices). However, if the teaching group misses the mark and doesn’t deliver the lesson in a way that is aligned to the essential practice, facilitators should construct their own debrief for the TLO, with a focus on aspects of the lesson that went well.

### Steps of the Debrief

Every debrief follows the same structure. First, learners first think about what they experienced while the teaching group reflects on their experience. After the teaching group shares their reflection, the whole room engages in a discussion that focuses on how teachers can support their students and learning in the lesson. The general process is described below.

Step of the Process		Example Prompt Progression
1	<b>Individual Reflection.</b> Start the debrief with an individual reflection prompt and table discussion related to what learners just did in the lesson.  Note: This happens at the same time that the teaching group is reflecting on the teaching group questions.	<ul style="list-style-type: none"><li>“Thinking about yourself as a learner in this lesson, which element engaged you the most?”</li><li>“As learners, did everyone at your table find the same things engaging?”</li></ul>
2	<b>Teaching group shares out</b> their reflections on the Teaching Group Reflection Questions	<i>See Teaching Group Reflection Questions Section</i>
3	<b>Transition to a whole group share-out.</b> To do this, use new discussion prompts to pivot to talking about student needs in the participants’ classrooms.	<i>“Thinking about your classroom and your students, what are the most important aspects of this lesson for students’ engagement?”</i>
4	<b>Continue the whole group discussion while working toward the discussion goal.</b> Focusing on what students will need and what implementation looks like in the participants’ unique context, not talking about how to “fix” any issues from the lesson.	<i>“Let’s talk about how to manage that transition from unplugged to plugged”</i>

### Using the Provided Debrief

**When should I use the provided debrief?** In short, if the teaching group demonstrates the “Essential Practice” described in the agenda, you should use the debrief provided in the agenda. The agenda also includes examples of “Potential Teaching Group Decisions” that would indicate that the teaching group is modeling the Essential Practice, although teaching groups may model the Essential Practice in other ways as well.

**How do I use the provided debrief?** The provided debrief follows the same process you would use if you had constructed the debrief prompts yourself, and includes:

- **Goal of the Debrief:** This describes what the discussion goal is. By the end of the debrief, participants should have reached that goal. This also means if the goal is hit earlier in the debrief and the discussion dies down, it is ok to end the debrief early. The point of the reflection and discussion questions is to support this discussion goal.
- **Reflection prompt:** These are the questions used at step 1 of the process highlighted above. They are intentionally focused on what the participants experienced as learners in the lesson.
- **Discussion prompts:** These are the questions used at step 3 of the process highlighted above. They are focused on participants thinking about implementing these lessons in their own classroom contexts. These questions are intended to help participants reach the discussion goal. Occasionally, multiple prompts will be included here or a description of an “active debrief” strategy will be given to encourage movement. At any point, you may decide to modify how you run the discussion to make it more active (through poster creation, speed dating, etc.).

**What is the benefit of using the provided debrief?** By providing debriefs and directing teaching groups to the “Essential Practice” that should be modeled in a lesson, we aim to make the story of the week a bit more clear. Provided debriefs connect to the theme of the day when possible and are varied in their topic. This ensures one topic doesn’t get too much attention at the expense of another and supports discussions about more varied topics throughout the week.

## Constructing Your Own Debrief

There are MANY reflection prompts and discussion starters that can be used based on what happens while the lesson is delivered. The tables on the following pages include themes to draw out in the debrief and sample prompts related to the curriculum values and themes. Note that you should NOT limit yourself to these prompts, and in general you’ll craft a question that gets at the values and themes, but is specifically related to what happened in the lesson.

As you observe the lesson and prepare for the start of the debrief period, you will likely be struck by choices the teaching group is making that aren’t ideal. *We can organize those choices as being related to inquiry, equity, or CS content. When shaping the debrief, you will want to play “keep away” from the category where the teaching group has problems.* This way, you can focus the conversation on aspects of the lesson that went well.

### Choosing a goal for your debrief

While you are watching the lesson, if you realize the teaching group is straying from the “Essential Practice” as described in the agenda, you should focus on what is going well in the lesson to begin to prepare your own debrief. During the lesson, you and your co-facilitator will need to select reflection and discussion prompts for the debrief. As you select your prompts, consider what value you want to highlight and what the goal of the discussion should be. You can use the chart below to help you determine an appropriate discussion goal based on what you are seeing in the lesson as delivered.

Curriculum Value	Lesson Considerations	Discussion Goals	Potential prompts/ discussion starters
Teachers in Classrooms	Are teaching practices worth drawing attention to during the debrief that would benefit the whole group?	Highlighting the role of the teacher in delivering the lesson (can connect to student engagement)	<p><b>Reflection Prompt:</b> As a learner, when did you feel successful in this lesson?</p> <p><b>Discussion:</b> As a teacher, what role can you play in helping students experience success in this lesson? As a teacher, how do you challenge students who experience success early in this lesson?</p>
Student Engagement and Learning	At what points in the lesson is engagement of participants the highest / lowest?	Identify when and where participants were	<p><b>Reflection Prompt:</b> In your journal, make a chart with time on the x-axis and engagement on the y-axis. Think about the progression of this lesson and draw a chart of your engagement over time.</p>

	<p>How are participants interacting with each other?</p> <p>Look at the balance of time between setup time and time with the main activity (balancing direct instruction with discovery)</p>	<p><b>most engaged</b> and why.</p>	<p><b>Discussion:</b> What were the characteristics of the times when you were engaged? What was happening?</p> <p><i>In cases where teaching group had a successful balance between warm-up and activity time:</i></p> <p><b>Discussion:</b> How did the teaching group balance time setting up the activity with you actually doing the activity? Did you have enough context to be successful, even though they didn't front load heavily?</p>
<b>Equity</b>	<p>Who has access to the content in the lesson and who doesn't?</p>	<p>Understand where and how the lesson <b>engages diverse groups of learners</b> and leverages prior knowledge</p>	<p><b>Reflection Prompt:</b> Where and how was your prior knowledge activated during this lesson?</p> <p><b>Discussion:</b> What aspects of this lesson would your students find approachable? For the other parts of the lesson, what would you need to do with your students to make the material approachable and accessible? (NOTE: this is about how we frame activities and materials)</p>
<b>CS Content</b>	<p>Where is the CS content in the lesson?</p> <p>How are participants (students) being asked to learn the CS content? (i.e. what is the balance between telling and doing?)</p>	<p>Connection to the <b>CSTA Standards, CSP framework, etc</b></p> <p>Or other specific <b>CS content</b></p>	<p><b>Reflection Prompt:</b> This lesson claims to cover the following learning objective(s) &lt;insert the appropriate learning objective(s)&gt;. How did the lesson support discovery and understanding of these learning objective(s)?</p> <p><b>Discussion:</b></p> <p><b>CSD:</b> Turn to the teal book to the unit overview. How does this activity build toward the goals of the unit?</p> <p><b>CSP:</b> Turn to your purple book to see the Enduring Understandings. How does the activity build towards these EUs?</p>
<b>Implementation considerations</b>	<p>Are there any issues coming up with the delivery of the lesson that are related to the actual implementation (not the teaching practice)?</p>	<p>Get out any concerns about delivering the lesson</p>	<p><i>Don't open with this reflection prompt, just tease out in discussion for lessons where people seem anxious</i></p> <p><b>Discussion:</b> What elements of this lesson seem like they could be tricky for your students? How can we manage those challenges? How might physical constraints in your classroom (e.g., a computer lab) impact how this lesson plays out?</p>

## Teaching Group Reflection Questions

In the TLO session, after each teaching group delivers their lesson, they will reflect on the process of delivering the lesson via the prompts listed below (these prompts stay the same for every lesson). The debrief will start with 5 minutes or less share out on these reflection prompts from the teaching group. The prompts below are also listed in the teachers' Activity Packet.

<b>Choices</b>	What choices did you make about how to use the resources and lesson plan? Be sure, in particular, to mention anything you cut or added.
<b>Advice</b>	What advice would you give to another teacher about (preparing or giving) this lesson?
<b>Takeaways</b>	Looking ahead to teaching the course, what are your personal "lessons learned" from delivering this lesson that you will apply to all lessons of a similar style?

## Common Issues or Scenarios in the Debrief

There are a handful of common issues that arise frequently during lesson debriefs. See the table below for an outline of those scenarios, along with strategies for addressing:

Scenarios	Strategies
<b>Scenario 1:</b> Teacher with "extensive background" in CS insists on correcting or lecturing on content	<p><b>Focus on the target audience for this course</b></p> <ul style="list-style-type: none"> <li>Redirecting to the diverse learners in your classroom. "How would you be able to engage all of the learners in your classroom and make this material feel safe?"</li> <li>Emphasize equity of the curriculum - the course is not for experts, it's for all learners</li> </ul> <p><b>Revisit the actual content requirements for the course</b></p> <ul style="list-style-type: none"> <li>Pull up the framework or the lesson objectives to show how deep students need to go</li> </ul> <p><b>Acknowledge the expertise and move on</b></p> <ul style="list-style-type: none"> <li>Validate their knowledge and redirect them to dump their thoughts in the shared notes</li> <li>"If anyone else wants to learn more about that topic, you know who to go to" -- "beyond the scope"</li> </ul>
<b>Scenario 2:</b> Discussion focuses on what participants didn't like or would do differently about what the teaching group did	<p><b>Give space to think about what worked and what didn't, so people can get their thoughts out in a space that is appropriate</b></p> <ul style="list-style-type: none"> <li>Have a personal reflection prompt that lets the participants get out what they need to on their own without necessarily having to share out loud</li> </ul> <p><b>Redirect conversation to...</b></p> <ul style="list-style-type: none"> <li>Participants' classrooms. "how might you adjust this lesson for your classroom?"</li> <li>Lesson objectives or pieces of the lesson plan that weren't used</li> <li>The things the teaching group did well</li> </ul>
<b>Scenario 3:</b> Someone is dominating the conversation with their unique situation	<p><b>Validate and move on</b></p> <ul style="list-style-type: none"> <li>"Let's talk about that for a minute" but feel like you can move on after a minute</li> <li>Shift to a smaller group to discuss</li> <li>Put it on the Gots &amp; Needs poster</li> </ul> <p><b>Pivot to pull feedback from the whole group</b></p> <ul style="list-style-type: none"> <li>Recognizing that everyone has unique situations, and ask everyone to reflect on their situation</li> <li>"How is your situation similar to this issue"</li> </ul> <p><b>Provide space to talk about issue informally</b></p> <ul style="list-style-type: none"> <li>"If anyone has this issue, let's chat about it at lunch"</li> </ul>
<b>Scenario 4:</b>	<b>Push back to who the course was designed for</b>

A teacher is constantly making comments about “the kids who belong” in CS classes

- CS Discoveries is an introductory course for 6-10th grade
- CS Principles is the equivalent of “CS for non-majors” at a college
- Pivot to differentiation

**Speak from experience**

- If this applies to you, can use yourself as an example of someone who isn’t the stereotypical CS student
- Leverage your own experience as teachers of this course working with students who wouldn’t have been traditionally represented but have thrived in the course

## Ways to Mix Up the Debrief

During the week teachers will grow a little tired of the debrief process if it always follows the same exact pattern. Sometimes “active debrief” strategies are included in the debrief provided in the agenda, but you should read the room to know if participants need more variation in the debrief process. Below are strategies to mix up the feel of your debrief to keep energy high and participants engaged.

As you consider using different debrief strategies, it is important to remember to give the teaching group time to reflect on their teaching of the lesson. Additionally, the teaching group needs time to share their reflection with the whole group before any type of whole group discussion happens.

Activity	What does it look like?	When to consider using?
<b>Speed Dating</b>	<p><b>Reflection:</b> Keep the individual and teaching group reflection set up the same as in a typical debrief in order to allow for the teaching group to have time to discuss their reflection questions.</p> <p><b>Share Out:</b> Once the teaching group has shared about their experience teaching the material, use speed dating to share out instead of a whole group discussion. To speed date, provide teachers with the prompt that is related to the individual reflection prompt from earlier and have teachers get up out of their seats. Have them go on 3 or 4 “dates”, where each “date” means finding a person to have a 1-on-1 conversation with about the given prompt. Each “date” should be ~2 - 3 minutes long, then participants switch to speak with a new person when time is up. After speed dating, it can be helpful to bring the whole group back together to share out, time permitting.</p>	Consider using when you want to increase the energy in the room, or if people need a change of pace from the normal table discussions.
<b>Silent Discussion</b>	<p><b>Reflection:</b> Keep the individual and teaching group reflection set up the same as in a typical debrief in order to allow for the teaching group to have time to discuss their reflection questions.</p> <p><b>Share Out:</b> Once the teaching group has shared about their experience teaching the material, use silent discussion to share out instead of a whole group discussion. To have a silent discussion you need a place to discuss in writing (Plugged: a table in the shared notes, or Unplugged: Poster Papers) Silent discussions often have multiple prompts. For example if you want to have a discussion around differentiating for different students needs, each poster could focus on a different set of needs (reading level, being absent often, etc). Each prompt would be placed in a different area of the room or section of the document so that the responses are separated by prompt. Have teachers start at one prompt and after 3-5 minutes, have them rotate to respond to a new prompt and the comments left by the teacher before them. Silent discussions allow teachers to cycle through and respond to different but connected topics throughout the time.</p>	Consider using when you have a general topic that has lots of sub-topics which you want to discuss but don't have time to discuss each other individually.
<b>Create Posters</b>	<p><b>Reflection:</b> While the teaching group is reflecting, have teachers first reflect individually then tables can begin working on creating a poster about a given topic.</p> <p><b>Share Out:</b> Once the teaching group has shared about their experience teaching the material, have groups create posters to share out instead of a whole group discussion. If needed, give the groups time to finish up their posters after the teaching group has shared (make sure to give the teaching group something to do during this time. It could just be joining a group). Have groups share the posters they made.</p>	Consider using when people need a change of pace from the normal table discussions.



<p><b>Post-It Note Brainstorm</b></p>	<p><b>Reflection:</b> While the teaching group is reflecting, tables make a collection of post-it notes which have to do with a given prompt — one idea per post-it note. For example, brainstorm all the different student needs you have in your classroom. Those post-it notes will get grouped into categories later.</p> <p><b>Share Out:</b> Once the teaching group has shared about their experience teaching the material, use post-it notes to brainstorm topics to share out instead of a whole group discussion. Bring together all the post-it notes, maybe up on a wall, and arrange the notes in clusters of similar or related topics to discuss.</p>	<p>Consider using when you want to get a lot of ideas out fast without judgement and then distill down into related ideas.</p>
<p><b>Self Reflection Time</b></p>	<p><b>Reflection:</b> Keep the individual and teaching group reflection set up the same as in a typical debrief in order to allow for the teaching group to have time to discuss their reflection questions.</p> <p><b>Share Out:</b> Once the teaching group has shared about their experience teaching the material, use self reflection time to share out instead of a whole group discussion. Give teachers time to reflect on their own. This can take on many different forms, such as having teachers write a letter to their future selves. The facilitators then hold on to them and hand them out at academic year workshops. This reflection works better later in the week when they have seen more lessons, and when the facilitator and teachers are working together during the academic year.</p>	<p>Consider using later in the week once people have had more time to learn about the curriculum. It allows for a change of pace and also allows your quieter teachers to have some personal thinking time.</p>