

Model TCI Lessons

Invite teachers into your classroom or hold an after-school session to show your colleagues how TCI's curriculum works to engage students and foster critical thinking.

Overview

- 1 Pick a TCI lesson to model.** Choose a TCI lesson that captures attention and sparks interest. Identify the most engaging or challenging parts of the lesson to focus on during your demonstration.
- 2 Decide if you will model a TCI lesson with students.** Decide whether you'll model a TCI lesson with students or with other teachers acting as students. Modeling with students showcases the curriculum's impact firsthand. However, if that's not possible, use fellow teachers as stand-ins.
- 3 Prepare teachers for observation.** Use the provided checklists for either option to ensure you're well-prepared. Before the observation, give your colleagues context for the lesson and highlight the parts you'll be modeling.
- 4 Debrief.** After the lesson, hold a discussion with your colleagues. Encourage them to share their observations and insights.

Reflect How will you support your colleagues using what you learned about modeling TCI lessons?

Model TCI Lessons Checklist

Modeling in a Classroom with Students

- ❑ Before the lesson, share the lesson and your objectives with your colleagues. Be sure to highlight the expected part that they will observe. (Remember, most TCI lessons take days or weeks to complete, so your colleagues will likely only see a portion of the lesson.)
- ❑ During observation, have your colleague(s) create a T-Chart to record "What I Saw" and "What I Heard."
- ❑ After the lesson observation, share one thing you felt good about with the lesson they saw. Then, share one thing you might change or do differently.
- ❑ Have your colleague(s) share what they saw in the lesson. (For example, I saw students working in pairs and viewing primary sources on placards.)
- ❑ Have your colleague(s) share what they heard in the lesson. (For example, I heard students discuss strategies for improving the seed-dispersal device in their engineering groups.)
- ❑ Ask your colleague(s) how what they saw and heard will help them prepare for their next TCI lesson.

Modeling Parts of a Lesson Without Students

- ❑ Share the lesson objectives with your colleagues. (Remember, most TCI lessons take days or weeks to complete, so your colleagues will likely only see a portion of the lesson.)
- ❑ Model part(s) of the lesson by turning your colleagues into students. Often, new TCI users are the most unsure about the hands-on portion of the lesson, so make sure you model it just like you would if you were in your class teaching. Have the teachers use the same materials students use.
- ❑ After modeling, debrief with your colleagues with questions like, "What did you learn from this experience that will help you when planning and teaching your TCI lessons?"
- ❑ Show the prep work you used to get ready for the lesson including any editing of slides and differentiation you would implement.
- ❑ Discuss different scenarios that might change how you would implement the lesson. Examples might include and how to help students who were absent, how to shorten the activity.

Reflect

- ❑ How will you support your colleagues using what you learned about modeling TCI lessons?