Making the Connection: myTeachstone Remote Coaching

October 1, 2020

Teachstone
Delivering on the promise of CLASS®.

HELLO!

Francine Oliver

Emmie Botkin

Agenda

- **What does success look like with myTeachstone?**
- **How to use myTeachstone to support remote coaching?**
- **What additional supports are available for coaches and administrators?**

The CLASS Framework

Helping Every Child Reach Their Full Potential by Measuring and Improving the Interactions that Matter Most

FOCUS

Help your organization understand CLASS and prepare for change.

MEASURE

Measure teacher-student interactions to collect baseline data, inform improvement efforts, and track improvement over time.

IMPROVE

Improve teaching quality with tailored professional development, feedback and CLASS strategies.

myTeachstone

Online CLASS data management and professional development platform

What Does Success Look Like?

- Total user engagement
  - Admin
  - Observer
  - Coach
  - Teacher

- Learning Resources
  - Self- study
  - Completed recommended resources

- Teachers experimenting with new strategies

- Complete coaching cycles

Setting Expectations and Accountability

- With what frequency do you want users to engage with myTeachstone?

- Who is responsible for holding team members accountable?

- How will you communicate deadlines and expectations?

myTeachstone® PD Circuit Implementation Planning Guide

Welcome to the myTeachstone® PD Circuit! This implementation guide will help you think through your plan to implement the PD circuit in your organization. It will also help you define expectations and milestones so you can track the progress of this program.

myTeachstone Log-In Questions

- When do you want users to log in to myTeachstone?
  - Do you want everyone to log in at the same time, or would you prefer for facilitators to log in first so that they can familiarize themselves with the myTeachstone Learning Resources?
  - Do you want to capture observation data before your teachers log in to the platform?
- Who is responsible for holding team members accountable for logging in on time?
- How will you communicate expectations and deadlines?
  - How will your team follow up or provide assistance?
- What obstacles might your team face when logging in?
  - Some examples of potential obstacles include internet access, user technology comfort level, and user preference to use a different email address for myTeachstone.
  - Make a plan to address known obstacles and/or to discover what other obstacles might arise.

Log-In Planning Chart		
Role	**Log-In Deadline**	**Who holds them accountable?**
Administrators		
Coaches/Facilitators		
Teachers		

Setting Expectations

- When will your team start the first cycle of the PD circuit?
- What pace will you set for this program?
- How much time do you expect your teachers to spend in the system each week?
  - The standard pacing guide estimates about 15 minutes of myTeachstone engagement per week for teachers.
  - The condensed pacing guide estimates about 30 minutes of myTeachstone engagement per week for teachers.
- Will you set any weekly, biweekly, or monthly goals?
- When would you expect teachers to complete assignments?
- Do you have self-study expectations for teachers?

Protocols and Pacing Options

Pacing Options

Pacing Option 1: Standard PD Schedule
One dimension cycle every month

If you choose this option, teachers will need to complete one activity every week. This will allow for less frequent check-in meetings. This also reduces the daily effort from teachers.

Pacing Option 2: Condensed PD Schedule
One dimension cycle every two weeks

If you choose this option, teachers will need to complete two activities per week. This will require more frequent check-in meetings, but it encourages teachers to incorporate this program into their daily routine more often.

Planning Template
- Facilitators will make recommendations on _____ (*when*).
- Teachers will complete recommended resources within _____ (*period of time*) of receiving a recommendation.
- If you have a self-study requirement: Teachers will complete at least _____ (*number*) minutes/resources of myTeachstone Learning Resources self-study on a weekly/biweekly/monthly basis.
- _____ (*person*) will hold facilitators accountable for making recommendations _____ (*frequency*). They will follow up on facilitators who have not been actively making recommendations by email/phone call/notifying supervisor/other: _____.

Additional Questions for Planning
- What are your check-in milestones?
- Will you check in after each dimension? After each domain?

Client Created: Coach Notification Email Template

Notifications – To be sent via email by the Coach	
Warning for failure to activate myTeachstone subscription within the two week timeframe	Please activate your myTeachstone subscription by **XXXXXX**. If you need assistance please contact me as soon as possible. If you do not activate by the deadline date your subscription will be revoked.
Warning for inactivity over two or more weeks	Several attempts have been made to remind you about the requirement to visit the myTeachstone website on a weekly basis. Our records indicate that it has been over a week since you logged on to your account. The requirement to visit weekly helps you take full advantage of the professional development offered through this web based experience. Your continued inactivity will put your subscription in jeopardy. Please logon by **XXXX** to view the recommended resources.
Deactivation notice	Your myTeachstone subscription has been deactivated effective **XXXXX**, due to inactivity.

Hosting an Orientation/Launch Party for your myTeachstone Team

▸ Make it fun!

▸ Share how this platform helps meet the agency's mission

▸ Explain the expectations for each role (coach and teacher)

▸ Demystify the platform - log into your account and show how easy it is to complete a resource

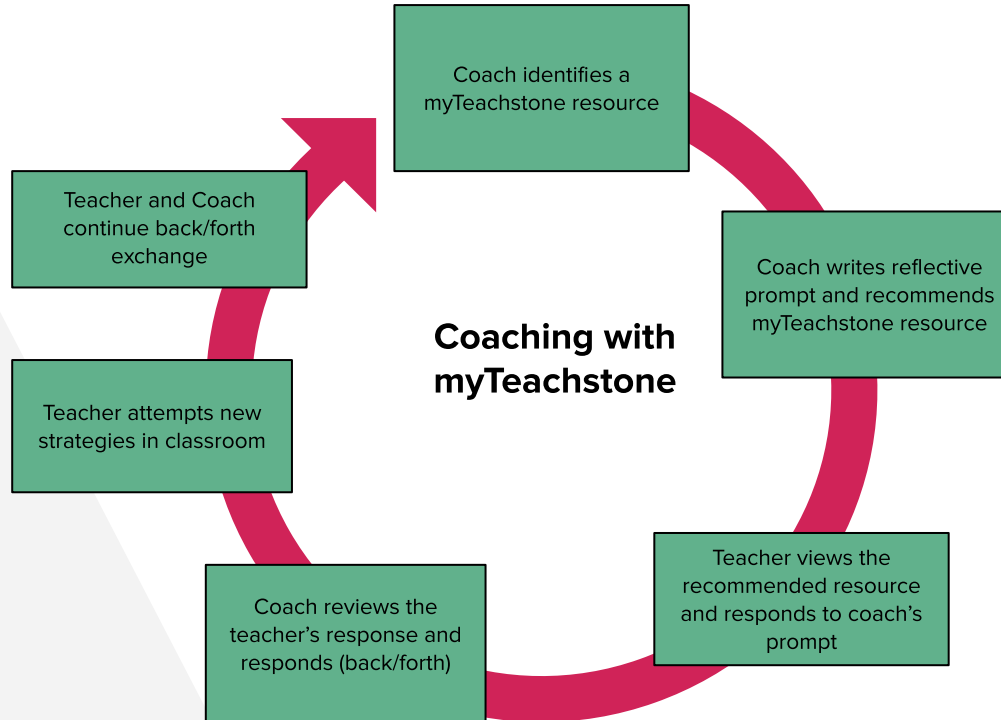▸ Are there incentives to provide to teachers?

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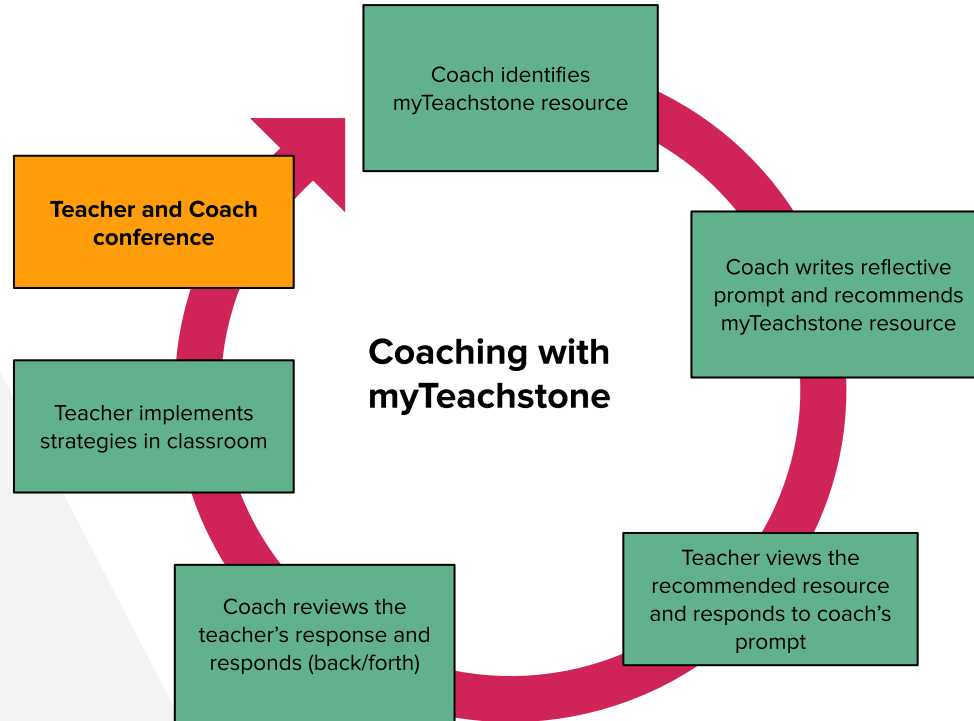
Keys to Remote Coaching

- Build a trusting relationship; parallel process
- Create a predictable, yet flexible schedule
- Communicate clear expectations
- Collaboratively develop goals
- Plan a few points of contact; be consistent
- Consider both 1:1 and group opportunities
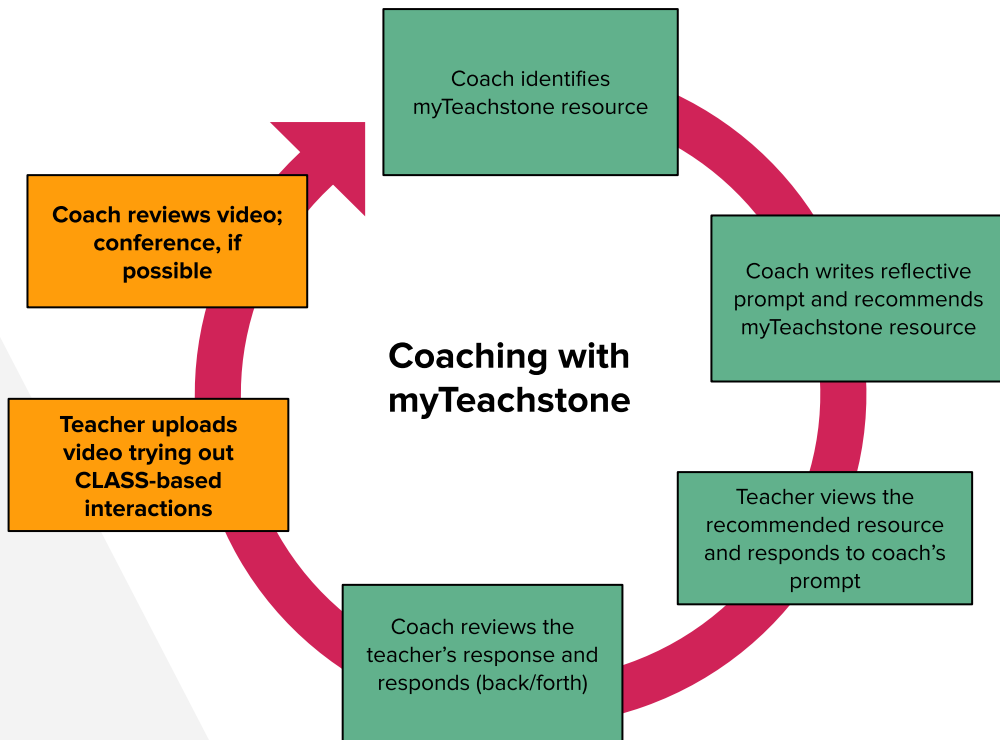- Engage educators with the online platform and resources

myTeachstone Coaching Cycle

Coach identifies a myTeachstone resource

Coach writes reflective prompt and recommends myTeachstone resource

Teacher views the recommended resource and responds to coach's prompt

Coach reviews the teacher's response and responds (back/forth)

Teacher attempts new strategies in classroom

Teacher and Coach continue back/forth exchange

Coaching with myTeachstone

myTeachstone Coaching Cycle with Conference

Coach identifies myTeachstone resource

Coach writes reflective prompt and recommends myTeachstone resource

Teacher views the recommended resource and responds to coach's prompt

Coach reviews the teacher's response and responds (back/forth)

Teacher implements strategies in classroom

Teacher and Coach conference

Coaching with myTeachstone

myTeachstone Coaching Cycle with **New Video Upload Feature**

Coaching with myTeachstone

Coach identifies myTeachstone resource

Coach writes reflective prompt and recommends myTeachstone resource

Teacher views the recommended resource and responds to coach's prompt

Coach reviews the teacher's response and responds (back/forth)

Teacher uploads video trying out CLASS-based interactions

Coach reviews video; conference, if possible

What Does an Effective Resource Prompt Look Like?

Social Conversation about a Child's Birthday Party

- **Focus and Identify** interactions
- **Analyze and assess** the impact these moments have on the children
- **Brainstorm and plan** next steps to enhance the application of interactions

What Does an Effective Resource Prompt Look Like?

Social Conversation about a Child's Birthday Party

Coaching Question Stems

The coaching question stems in this document are one tool for facilitating an effective and collaborative coaching conversation with a teacher or a group of teachers. You can use this sampling of coaching stems in many ways, such as to help you:

- Ask thought-provoking questions when making myTeachstone® Learning Resources recommendations
- Intentionally plan for a coaching conversation and a desired outcome of the conversation
- Ask follow-up questions to build momentum on a coaching topic
- Guide the direction of your coaching

While these coaching question stems are sorted into categories to help you plan and reflect, your questioning should adapt to the needs, goals, and individual circumstances of each teacher. Most question stems can and should be used during multiple parts of a coaching conversation.

Try planning and using these coaching stems to …

Prompt teachers to reflect on recommended videos and/or their practice:

- How do you see the teacher responding to the children in this video?
- What does the teacher say and do to _____?
- How do(es) the child(ren) respond to [*teacher action*]?
- If you were this teacher, what would you do?
- How do the children's responses indicate that the interactions were effective?
- How do the children respond when _____?
- Why is it important to …
- How did the teacher provide …
- What cues did the children give that let the teacher know that they …
- What strategies can you use to …

- What might you do to …
- How did you …
- How can you …
- How did the interaction impact the children?
- Why did the children respond the way they did?
- Describe what the teacher did when …
- As you watch this video, describe …
- What worked?
- What would you do differently?
- Find two examples of …
- Describe something similar you have done in your classroom.
- How did the children in your classroom respond to the interaction?

The Importance of Back and Forth Exchanges

- Open-ended questions to get the teacher talking
- Build the conversation
- Deepen a teacher's understanding
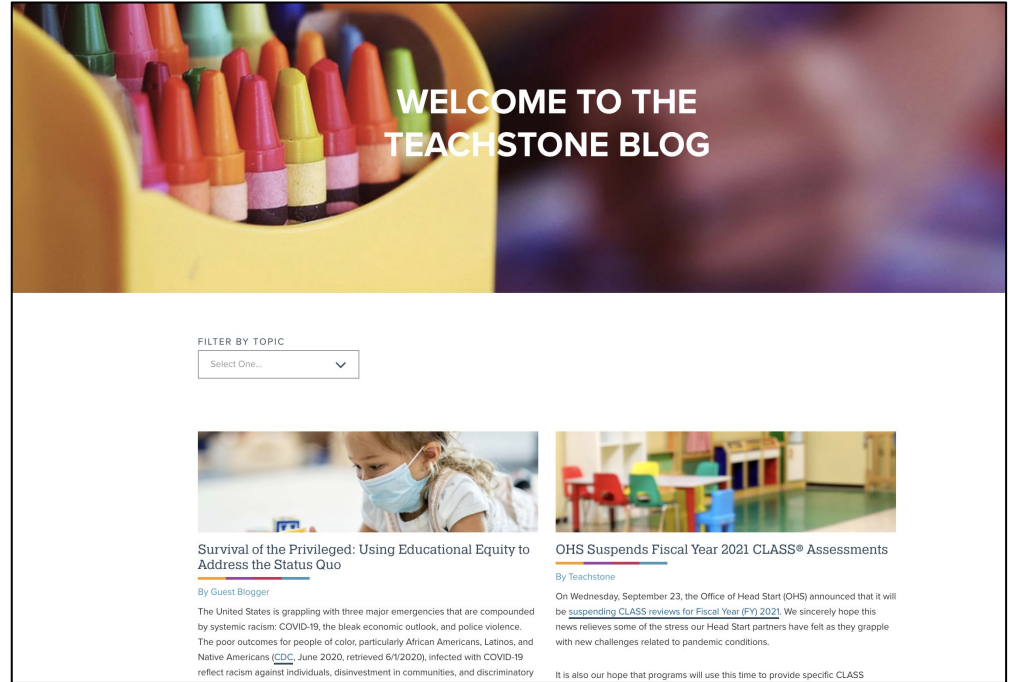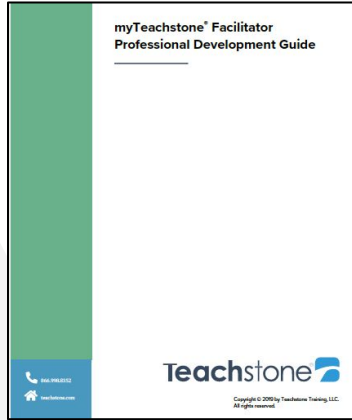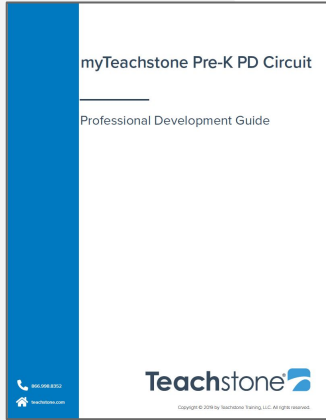- Clarify or expand on a teacher's understanding

Using Back-and-Forth Exchanges to Promote Reflection on Language

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Free Coaching Supports for myTeachstone

myTeachstone Pre-K PD Circuit

Professional Development Guide

Teachstone

myTeachstone® Facilitator
Professional Development Guide

Teachstone

CLASS®
Learning Community

WELCOME TO THE
TEACHSTONE BLOG

FILTER BY TOPIC

Select One...

Survival of the Privileged: Using Educational Equity to
Address the Status Quo

By Guest Blogger

The United States is grappling with three major emergencies that are compounded
by systemic racism: COVID-19, the bleak economic outlook, and police violence.
The poor outcomes for people of color, particularly African Americans, Latinos, and
Native Americans (CDC, June 2020, retrieved 6/1/2020), infected with COVID-19
reflect racism against individuals, disinvestment in communities, and discriminatory

OHS Suspends Fiscal Year 2021 CLASS® Assessments

By Teachstone

On Wednesday, September 23, the Office of Head Start (OHS) announced that it will
be suspending CLASS reviews for Fiscal Year (FY) 2021. We sincerely hope this
news relieves some of the stress our Head Start partners have felt as they grapple
with new challenges related to pandemic conditions.

It is also our hope that programs will use this time to provide specific CLASS

COVID-19 Resources

Resources

Sort By: Most Popular

[search] covid

Recommend

Showing 3 / 3 out of 1199 Total Resources

Audience

- ☐ Admin
- ☐ Coach
- ☐ Observer
- ☐ Teacher

Type

- ☑ Video
- ☑ Link
- ☑ PDF

COVID-19 Resource

GUIDANCE FOR PROVIDING
Effective Teaching Strategies in Virtual Classrooms Pre-K & K-3

PK K3

Guidance for Providing Effective Teaching Strategies in Virtual…

New

COVID-19 Resource

EFFECTIVE INTERACTIONS
in Socially Distanced Classrooms during COVID-19, Pre-K–K-3

PK K3

Effective Interactions in Socially Distanced Classrooms during…

COVID-19 Resource

EFFECTIVE FAMILY SUPPORTS
for Out-of-Classroom Learning during COVID-19

PK K3

Effective Family Supports for Out-of-Classroom Learning duri…

Showing 3 / 3 out of 1199 Total Resources

💬 Chat with Support

Additional Teachstone Resources

Coaching with myTeachstone®

10% code

Coaching with myTeachstone is a two-day training that teaches participants how to maximize their coaching practice and drive impact with the tools and resources provided by the myTeachstone Platform. Participants will learn how to leverage the platform to address common coaching challenges.

NEW

Direct myTeachstone Teacher Support

Your teachers are paired with our CLASS Specialists for the individualized coaching they need right now.

Each teacher receives:
- A welcome orientation call to meet their dedicated CLASS Specialist
- Two 15-minute recommended resources for review each month with prompts to engage dialog with their coach
- Customized and personalized feedback

Additional Teachstone Resources

NEW

Supporting Interactions in a Socially-Distanced or Virtual Classroom

Help your team with the shift to new teaching environments. Build an understanding of what meaningful interactions look like and how CLASS supports them even in the most unlikely of teaching contexts.

On-Demand Video Coaching Sessions

Give teachers personalized, expert feedback on their teaching practices with our video feedback services. Submit video of your teachers in any learning environment and our CLASS-certified coaches will provide feedback to help them improve.

Interactions at the Heart of Healing: Trauma-Informed Care

Focus on the importance of interactions in order to support children, families and staff. Participants will learn about trauma, its impact on learning and development, and trauma-informed care strategies. Add a live training to support the transfer to practice of trauma-informed care concepts.

Thank you