

How to Coach and Develop Teachers at a Distance - Even If You Don't Have The Coaching Capacity to Do So

Presented by:

Erin Sabina - Regional Advisor

Andrew Duverney - Product Manager

Use the Q&A box to share:

What is your greatest challenge when it comes to coaching today?

Before we begin:

- 1) We're recording and you'll receive a link to the recording tomorrow!
- 2) You'll also receive a certificate of attendance and links to any resources mentioned.
- 3) Use the Q&A box to ask any questions you may have.

Today's Discussion



Erin Sabina
Regional Advisor



Andrew Duverney
Product Manager



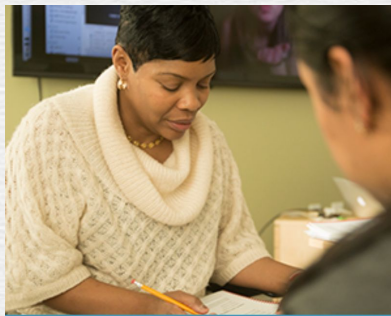
Challenges



What is your role?



Teacher



Coach/Mentor



Administrator



Observer

Preparing your Teachers

Interactions Are at the Core of Great Teaching, Regardless of Setting



Quick Check-In

1) Poll: Is your program currently:

- 100% remote
- Hybrid
- Mostly or completely in-person



2) Use the Q&A box to share- What is your greatest challenge when it comes to coaching today?

Support Teachers from a Distance

Coaching may be harder today, but you can still:

- 1) Observe, even at a distance.
- 2) Build relationships and connect virtually.
- 3) Support ongoing reflection and improvement.

**Observing,
from a distance**

Informal Observation

123S+

11/12/20
Arie Kellner
Andrew Duverney

Cycle Details
Score Sheet
Attached Score Sheets

Add Cycle
Save
Review Summary
Cancel
Delete Cycle

Enter Scores

Positive Climate (PC)

Notes

Enter Notes

Negative Climate (NC)

Notes

Enter Notes

Teacher Sensitivity (TS)

Notes

Enter Notes

Regard for Student Perspectives (RSP)

Notes

Enter Notes

CLASS

INFORMAL
OBSERVATION
FORM

Sample Form:

Teacher's Name: Trina Cheers	Observer's Name: Elise Eisenberg	Date / Time: 9/16/19 @ 9:30 am
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Focus Area (dimension, indicator, or behavioral marker)

Teacher Sensitivity—Awareness & Responsiveness

Behaviors to Notice

- Noticing lack of understanding or emotional need and responding in a timely manner.
- Acknowledging emotions and providing individualized assistance.

Observation Notes

- Simon got upset when he couldn't see the pictures in the book. T asked, "Simon, what's wrong? Can you see the pictures? Boys and girls, Simon's upset because he wants to see the pictures too. What can we do to make sure everyone can see the book? (children respond) Yes, we sit flat on our bottoms."
- T tied girl's shoe during circle when she noticed it was causing a distraction.
- At small group, Aileen said there were 5 bears in the middle of the table. T helped her correctly count the 4 bears by holding her hand and pointing to each bear one at a time. T then decided to give each child a set of bears to count.

<div><div>Reflective Questions</div><div><ul style="list-style-type: none">You did such a great job noticing and responding to your students' needs. Why do you think it's important to do this?How do you generally identify what your students' needs are during circle and small group times?How did Aileen respond when you helped her count the bears and gave her a set to use during the lesson? How did you help her better understand one-to-one correspondence?</div></div>	<div><div>Next Steps</div><div><ul style="list-style-type: none">Trina decided to anticipate her students' needs by having hands-on math manipulatives for children to use during her counting lessons.She's going to ask her assistant to sit with the students during whole group so she can help Trina look for and respond to children's signs of trouble or need during morning circle.</div></div>
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Video Upload

New
Feature!

Pre-K CLASS

1 S +

11/12/20
Elise Daves
Elise Eisenberg

Observation has been updated successfully. X

Enter Notes

Cycle Details
Score Sheet
Attached Score Sheets

Add Cycle
Save
Review Summary
Cancel

Quality of Feedback (QF)
Notes
Enter Notes

Language Modeling (LM)
Notes
Enter Notes

Attached Evidence
Attach videos, images or scoresheets.

Select images or videos

Accepted files: .png, .jpg, .tiff, .pdf. All common video types are accepted.
Maximum upload file size: 10 MB.

observer_cycle_video2
2020-11-12 at 2:57 PM Delete

observer_cycle_video2
2020-11-12 at 2:57 PM Delete

ABOUT TEACHSTONE®
TEACHSTONE STORE

SUPPORT
PRODUCT INQUIRIES

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Chat with Support

**Connecting,
from a distance**

Poll

During COVID are you able to connect with teachers:

- More
- Less
- The same amount

Poll

Which of the following do you currently use to connect?

- a) Zoom/Google Meet
- b) Phone/Text
- c) Class Dojo, Remind, or another classroom app
- d) myTeachstone
- e) Email

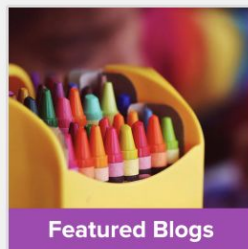
Helpful Resources: for Teachers, Coaches, and Parents

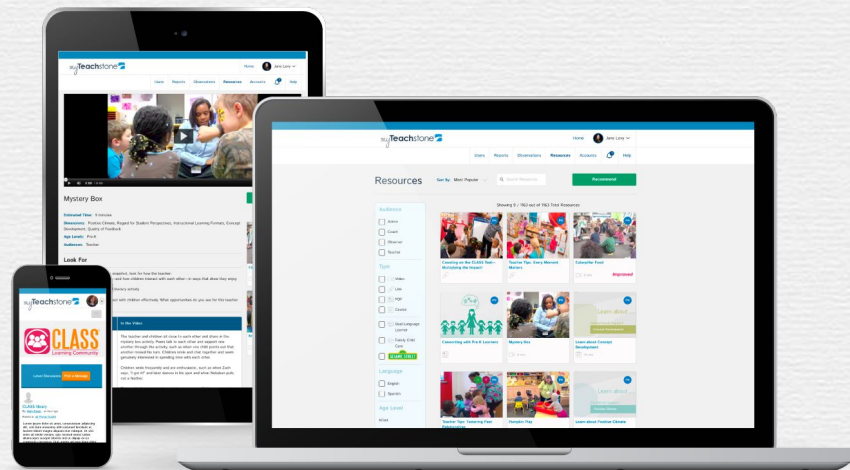
Helpful Resources: for Teachers, Coaches, and Parents

Daily interactions matter now, more than ever. To support staff, parents and children, we are providing a collection of free learning resources.

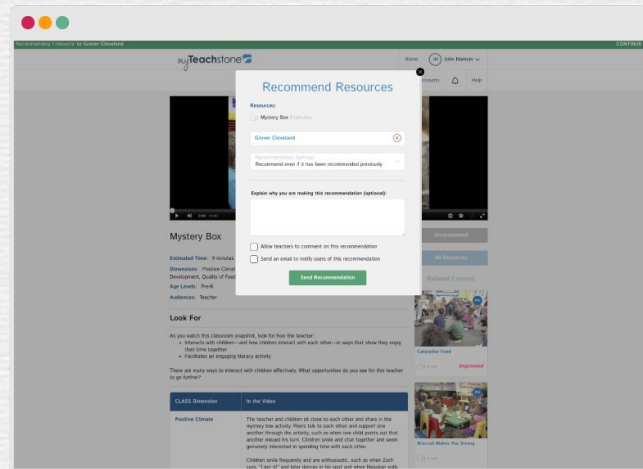
How can I use these resources?

There are a variety of resources here to support you, whoever you are. These resources feature CLASS dimension exemplar videos as well as some helpful blog posts! Get started by selecting an age level or exploring the CLASS community.





- Empowers teachers to continue learning about effective interactions with or without a coach
- Coaches can provide teachers with ongoing professional development and stay in more frequent contact





Resources

Sort By: Most Popular ▾

🔍 Search Resources

Recommend

Showing 9 / 42 out of 1214 Total Resources

Audience

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

Type

- ☐ Video
- ☐ Link
- ☐ PDF
- ☐ Course
- ☐ Dual Language Learner
- ☐ Family Child Care



MAKING FRIENDS

Social & Emotional Concepts:
Making Friends

10 min

NAMING FEELINGS

Social & Emotional Concepts:
Naming Feelings

10 min

ASKING QUESTIONS

Language and Literacy Concepts:
Asking Questions

10 min

MAKING FRIENDS
ACTION PLAN

Social & Emotional Concepts:
Making Friends Action Plan

NAMING FEELINGS
ACTION PLAN

Social & Emotional Concepts:
Naming Feelings Action Plan

MANAGING FEELINGS

Social & Emotional Concepts:
Managing Feelings

10 min

Chat with Support

myTeachstone™ Direct Coaching



- Customizable service through the myTeachstone platform
- Access to thousands of CLASS-based videos and other resources for teachers
- Asynchronous
- Coaching from Teachstone CLASS Specialists

Resources

Sort By: Newest First

Recommend

Showing 9 / 1214 out of 1214 Total Resources

Audience

- ☐ Admin
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- ☐ PDF
- ☐ Course
- ☐ Dual Language Learner
- ☐ Family Child Care
- ☐ SESAME STREET

Language

COVID-19 Resource

INSPIRED LEARNING

Toddler CLASS Concepts for Socially Distanced Settings: In...

New

COVID-19 Resource

RELATIONSHIPS & REGULATION

Toddler CLASS Concepts for Socially Distanced Settings: Rela...

New

COVID-19 Resource

ATTACHMENT

Infant CLASS Concepts for Socially Distanced Settings:...

New

COVID-19 Resource

INSPIRED LEARNING

Pre-K/K-3 CLASS Concepts for Socially Distanced Classrooms:...

New

COVID-19 Resource

INSPIRED LEARNING

Pre-K/K-3 CLASS Concepts for Virtual Learning: Inspired...

New

COVID-19 Resource

ENGAGEMENT

Pre-K/K-3 CLASS Concepts for Socially Distanced Classrooms:...

New

COVID-19 Resource

ENGAGEMENT

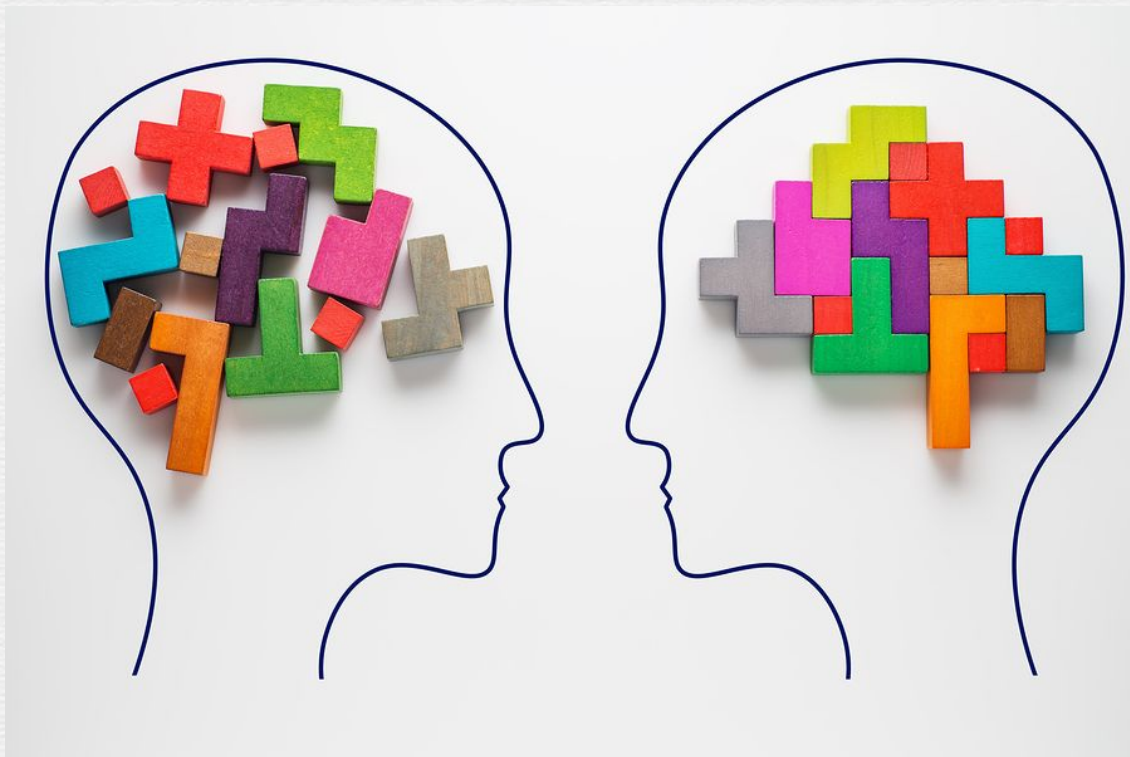
COVID-19 Resource

RELATIONSHIPS

COVID-19 Resource

RELATIONSHIPS

Trauma-Informed Care



Trauma-Informed Care

Free Webinar Series- Trauma-informed Care Webinar Series

Interactions at the Heart of Healing Trauma-Informed Care

- Trauma-Informed CLASS professional development
- Online course:
 - How to See Behavior as Communication
 - How to Promote Resilience
 - Building Relationship Equity in Your Classroom
 - How to be an Anti-bias, Trauma-informed Educator
- Transfer-to-Practice Webinar
- Interactions at the Heart of Healing 1-day Training
- CLASS Emotional Support Kit: Recognizing and Managing Feelings



Interactions at the Heart of Healing

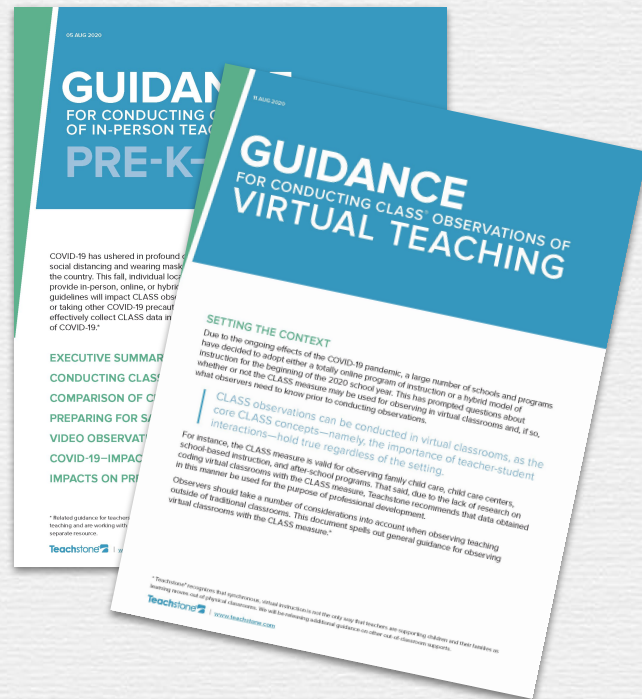


**Reflecting and improving,
from a distance**

Guidance for Virtual Teaching

Virtual Teaching

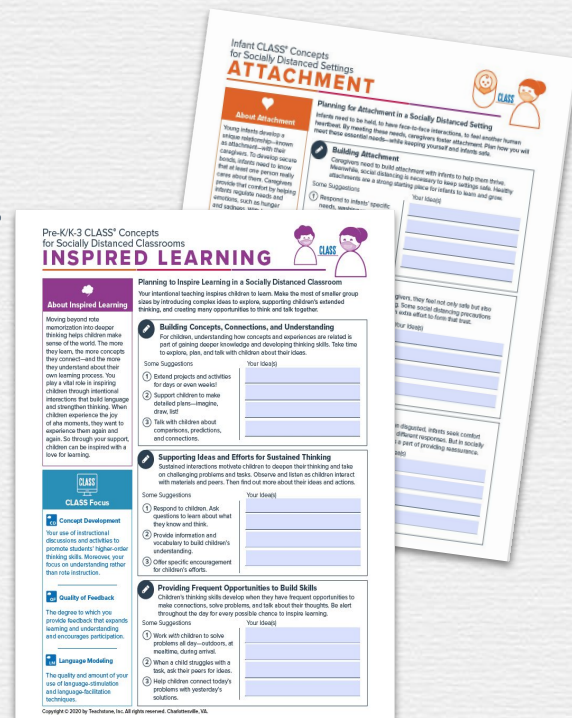
- Guidance for Conducting CLASS Observations
- Effective Interactions in Virtual Classrooms During COVID-19
- Pre-K/K-3 CLASS Concepts for Virtual Learning



Guidance for Socially Distanced Teaching

In-person Socially Distanced Teaching

- Guidance for Conducting CLASS Observations
- Effective Interactions in Socially Distanced Classrooms During COVID-19
- Pre-K/K-3- CLASS Concepts for Socially Distanced Classrooms
- Toddler- Planning for Socially Distanced Relationships & Regulation
- Infant- Planning for Attachment in a Socially Distanced Setting

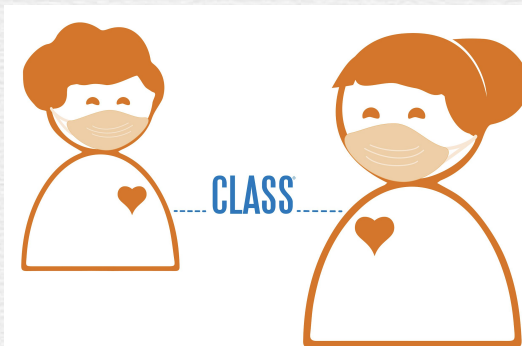


New Solutions for Supporting Interactions in Any Setting

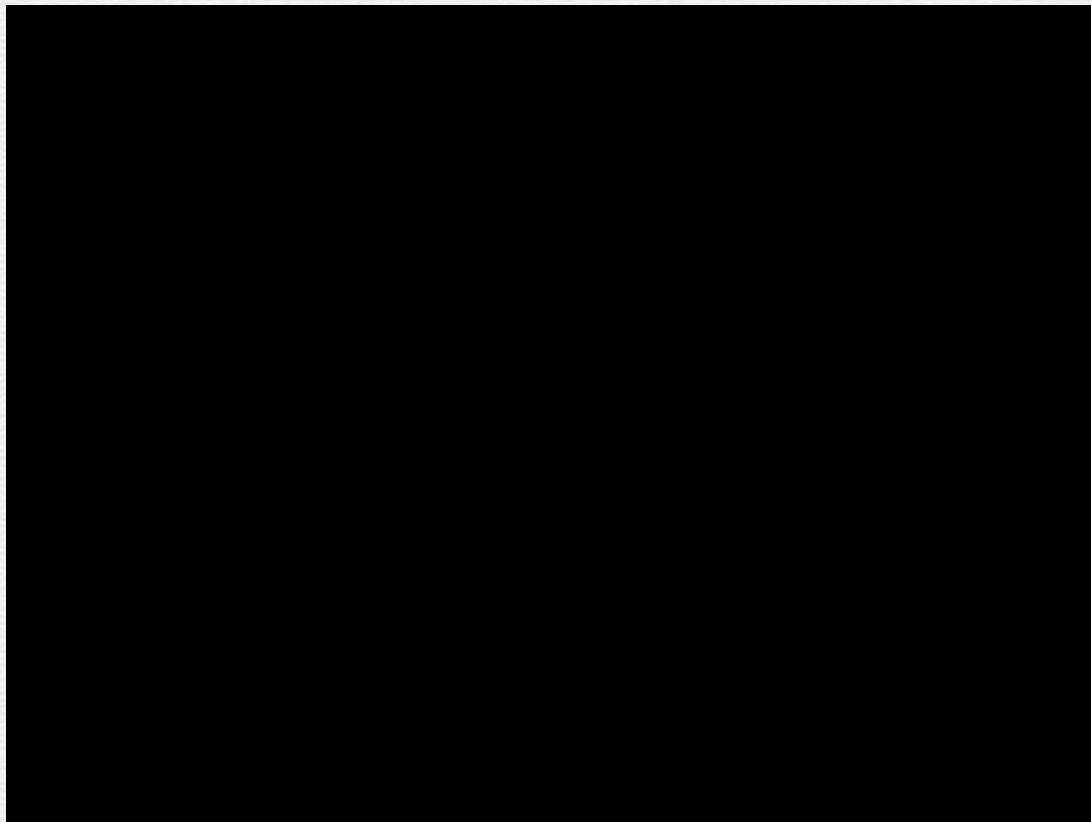
Supporting Interactions in a Socially-Distanced or Virtual Classroom

Live Half-Day Online Training for Teachers

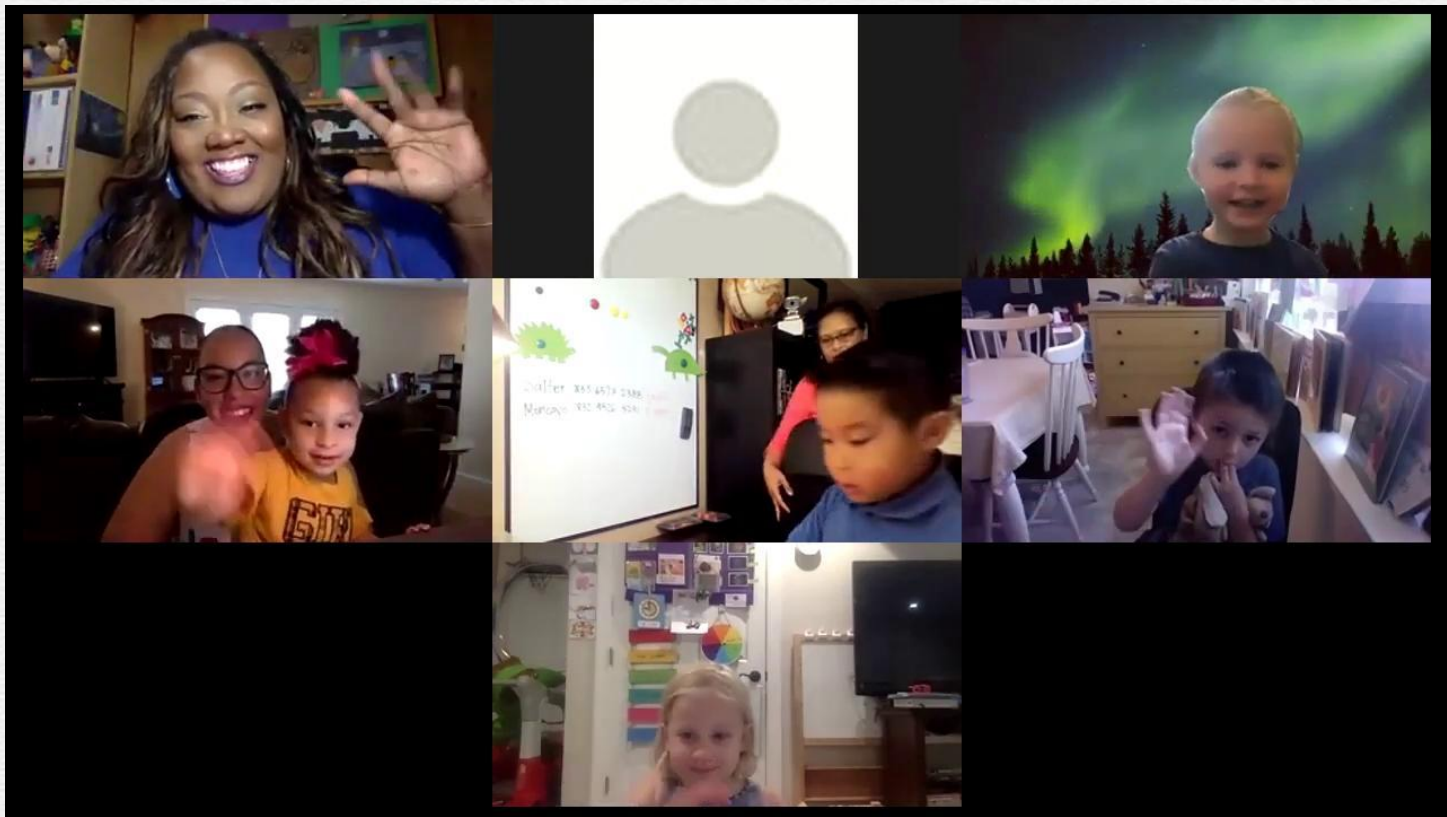
Build an understanding of what meaningful interactions look like and how CLASS supports them even in the most unlikely of teaching contexts.



Socially Distanced Exemplar



Virtual Classroom Exemplar



Supporting Interactions in a Socially Distanced or Virtual Environment

Planning & Reflection Resources

CLASS BRAINSTORMING VIRTUAL and SOCIAALLY DISTANCED LEARNING

The spread of Covid-19 has led many schools and programs to put virtual learning and social distancing practices in place for the start of the 2020-2021 school year. We know these changing expectations might have you feeling overwhelmed, nervous, or a little apprehensive about how to best interact with children in these unfamiliar environments, but we also know that you already know how to interact with children! We have created the space below for you to record your thoughts and begin to get creative and excited about the weeks and months to come, because interactions matter, now more than ever.

Emotional Support
Creating warm, supportive relationships, enjoyment of and excitement about learning, motivation to engage in learning activities, feelings of comfort, a willingness to accept cognitive and social challenges and appropriate levels of autonomy

What could it look like?

What could it look like?

I'd like to try...

CLASS' Concepts for Virtual Learning RELATIONSHIPS

Planning for Relationships in a Virtual Setting
Relationships from which we learn are essential to children's growth through education. Much like in classroom settings, planning for virtual space, and groups, and children are with children will ensure this connectivity can be given support they need.

Setting a Personal Connection
Establishing personal connection is a important part of forming and strengthening relationships in virtual settings. This allows you to learn about each other when you are not in the same physical space.

Some Suggestions:

- 1. Tell about themselves first, name, likes, dislikes, hobbies.
- 2. Ask about their family and get to know other adults who are present in the setting.
- 3. Have children introduce all, last, first, middle, and initial.

Encouraging Peer Connections
Children learn from each other in these times, and that they need support to connect. Encourage them to share their own experiences, feelings, and sharing in a space where it is safe.

Some Suggestions:

- 1. Play games.
- 2. Have children share their own experiences.
- 3. Have children share their own experiences.

Formal
1. Play games.- 2. Have children share their own experiences.
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Teacher Security
The emotional connection you have with children and the relationships you build are essential to their learning. The relationships you build are essential to their learning. The relationships you build are essential to their learning.

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CLASS' Concepts for Virtual Learning ENGAGEMENT

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CLASS' Concepts for Virtual Learning GUIDANCE FOR PROVIDING Effective Teaching Strategies in Virtual Classrooms Pre-K & K-3

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Virtual Classrooms

CLASS' Concepts for Socially Distanced Classrooms RELATIONSHIPS

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Socially Distanced Classrooms

CLASS' Concepts for Socially Distanced Classrooms EFFECTIVE INTERACTIONS In Socially Distanced Classrooms Pre-K & K-3

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CLASS[®] Learning Community

- Network with other educators
- Ask questions & share ideas
- Download free resources
- Get tips from experts
- Learn how others are using CLASS





Thank You!

