

myTeachstone Pre-K PD Circuit

Professional Development Guide



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Teachstone[®] 

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Welcome to the myTeachstone® PD Circuit!

What is the myTeachstone® PD Circuit?

The myTeachstone PD Circuit is a guide to help provide structure to your time engaging with the myTeachstone Learning Resources. This guide includes a template for how you can use the Learning Resources with your teachers to dive into each of the CLASS® dimensions over the span of five or ten months.

With the myTeachstone Learning Resources, you have access to hundreds of resources, including videos, courses, links, and PDFs, created to help your teachers learn about the CLASS tool, effective teacher-child interactions, and how they can improve their own classroom interactions. This guide includes tools to help you begin using these resources from day one as you familiarize yourself with the many resources available to you.

The Learning Resources includes content for every age level. It also features both English- and Spanish-language content. Within the Learning Resources, you can search for specific resource titles or filter resources by

- Type
- Audience
- Language
- Age level
- Domain
- Dimension
- Special categories, such as “Family Child Care” and “Dual Language Learner”

How does the PD Circuit work?

You will engage in a series of coaching cycles with your teachers to help build their understanding of the CLASS tool. Each cycle will focus on a specific CLASS dimension. You will make regular resource recommendations through the myTeachstone platform and follow up with teachers to ensure that they complete the resources and comment with their thoughts. At the end of each cycle, each of your teachers will make an action plan with concrete next steps they can take into the classroom to improve the quality of their interactions.

How do I get started?

1. Use the “myTeachstone PD Circuit Implementation Planning Guide” to create an implementation plan that outlines expectations, spheres of accountability, and processes for keeping teachers on track.
2. Use the standard or condensed “myTeachstone PD Circuit Schedule and Pacing Guide” to plan your expected completion dates for each cycle and to identify check-in milestones.

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?

- How often should facilitators make recommendations?
- When will facilitators make recommendations?
 - For example, you might set an expectation that facilitators make recommendations by 10 a.m. every Monday.
- When will your teachers access myTeachstone? During school hours? After hours? On weekends?
 - Some teams ask teachers to commit to a day and time that they will set aside to access myTeachstone. Teachstone partners have found that giving teachers ownership in deciding when they will engage in professional development encourages their participation and demonstrates regard for their perspectives.

Notes / Planning Space

[illegible]

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?

Notes / Planning Space

Sample Implementation Plan

Month	Focus	Check-In Milestone	Complete?
August	Onboarding	<input type="checkbox"/> 100% Log in	<input type="checkbox"/>
September	Positive Climate		<input type="checkbox"/>
October	Teacher Sensitivity		<input type="checkbox"/>
November	Regard for Student Perspectives	<input type="checkbox"/> Emotional Support domain check-in	<input type="checkbox"/>
December	Behavior Management		<input type="checkbox"/>
January	Productivity		<input type="checkbox"/>
February	Instructional Learning Formats	<input type="checkbox"/> Classroom Organization domain check-in	<input type="checkbox"/>
March	Concept Development		<input type="checkbox"/>
April	Quality of Feedback		<input type="checkbox"/>
May	Language Modeling	<input type="checkbox"/> Instructional Support domain check-in	<input type="checkbox"/>
June	Teacher-chosen dimension		<input type="checkbox"/>

Implementation Plan Template

Month	Focus	Check-In Milestone	Complete?
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

myTeachstone® PD Circuit Schedule and Pacing Guide

Cycle	Resources Assigned	Resource Discussion Ideas	Action Plan Discussion Ideas
1	Dimension of focus: Positive Climate <ul style="list-style-type: none"> Week 1: Recommend the Learn About Positive Climate course. Week 2: Recommend two Positive Climate exemplar videos. Week 3: Recommend a classroom snapshot video. Week 4: Teacher creates an action plan and implements in classroom. 	Why is Positive Climate important? What can teachers do to create emotional connections with children?	How can you create a more positive classroom environment?
2	Dimension of focus: Teacher Sensitivity <ul style="list-style-type: none"> Week 1: Recommend the Learn About Teacher Sensitivity course. Week 2: Recommend two Teacher Sensitivity exemplar videos. Week 3: Recommend a classroom snapshot video. Week 4: Teacher creates an action plan and implements in classroom. 	Why is it important to be aware of and responsive to children's academic and emotional needs?	How can you increase your awareness of children's academic and emotional needs?
3	Dimension of focus: Regard for Student Perspectives <ul style="list-style-type: none"> Week 1: Recommend the Learn About Regard for Student Perspectives course. Week 2: Recommend two Regard for Student Perspectives exemplar videos. Week 3: Recommend a classroom snapshot video. Week 4: Teacher creates an action plan and implements in classroom. 	Why is it important to let children know that you value their interests and ideas? Why is it important to show this regard in your choice of activities and how you spend your time together?	How can you encourage children to be independent and take on responsibilities throughout the day?
4	Dimension of focus: Behavior Management <ul style="list-style-type: none"> Week 1: Recommend the Learn About Behavior Management course. Week 2: Recommend two Behavior Management exemplar videos. Week 3: Recommend a classroom snapshot video. Week 4: Teacher creates an action plan and implements in classroom. 	Why is it important to let children know the behavioral expectations before you begin an activity?	What are some specific ways that you can clearly state behavioral expectations to children?
5	Dimension of focus: Productivity <ul style="list-style-type: none"> Week 1: Recommend the Learn About Productivity course. Week 2: Recommend two Productivity exemplar videos. Week 3: Recommend a classroom snapshot video. Week 4: Teacher creates an action plan and implements in classroom 	Why is it important to plan before an activity and to have materials and centers ready?	What are some areas you would like to focus on to ensure a more productive classroom?

Exemplar videos are 1-3 minutes long and contain high quality interactions that are categorized by age, domain, and dimension. Snapshot videos are 3-8 minutes long and capture a mixed range of effectiveness.

Cycle	Resources Assigned	Resource Discussion Ideas	Action Plan Discussion Ideas
6	Dimension of focus: Instructional Learning Formats <ul style="list-style-type: none"> Week 1: Recommend the Learn About Instructional Learning Formats course. Week 2: Recommend two Instructional Learning Formats exemplar videos. Week 3: Recommend a classroom snapshot video. Week 4: Teacher creates an action plan and implements in classroom. 	Why is it important to facilitate activities that actively engage children?	What are some effective facilitation and questioning strategies that you can use to keep children engaged?
7	Dimension of focus: Concept Development <ul style="list-style-type: none"> Week 1: Recommend the Learn About Concept Development course. Week 2: Recommend two Concept Development exemplar videos. Week 3: Recommend a classroom snapshot video. Week 4: Teacher creates an action plan and implements in classroom. 	What are some benefits of asking open-ended <i>how</i> and <i>why</i> questions?	How can you promote analysis and reasoning during everyday activities?
8	Dimension of focus: Quality of Feedback <ul style="list-style-type: none"> Week 1: Recommend the Learn About Quality of Feedback course. Week 2: Recommend two Quality of Feedback exemplar videos. Week 3: Recommend a classroom snapshot video. Week 4: Teacher creates an action plan and implements in classroom. 	Why is it important to query children's responses—to ask them about their answers—rather than just letting them know whether they are right or wrong?	How can you plan open-ended questions and follow-up questions to engage children in feedback loops?
9	Dimension of focus: Language Modeling <ul style="list-style-type: none"> Week 1: Recommend the Learn About Language Modeling course. Week 2: Recommend two Language Modeling exemplar videos. Week 3: Recommend a classroom snapshot video. Week 4: Teacher creates an action plan and implements in classroom. 	Why is it important to elaborate on children's responses?	In what ways can you encourage back-and-forth exchanges with children throughout the day?
10	Deeper dive: Teacher-chosen dimension <ul style="list-style-type: none"> Week 1: The teacher will pick a dimension of focus and watch or read a resource about it. Week 2: The teacher will watch 2–3 exemplar videos featuring the chosen dimension. Week 3: The teacher will watch a classroom snapshot video. Week 4: Teacher creates an action plan and implements in classroom. 	Why did you pick this dimension to explore further?	How can you plan for and enhance this dimension in your classroom?

Exemplar videos are 1-3 minutes long and contain high quality interactions that are categorized by age, domain, and dimension. Snapshot videos are 3-8 minutes long and capture a mixed range of effectiveness.

Appendix

myTeachstone® Learning Resources Launch Party

The purpose of this document is to help you think through options for launching myTeachstone® to your team, particularly to your teachers. This document includes tips for a successful launch party, suggestions for getting teachers excited about the platform, and a sample launch party agenda for your team to consider and refine if needed.

What are common factors for successful launch parties?

A launch party is a great way to kick off the school year or introduce the myTeachstone platform. If you are able to get your teachers together for an hour to introduce them to the platform, the following guidelines will help you make the most of that time.

Have a plan.

A launch party is a great way to get teachers excited about myTeachstone and to outline the expectations for platform engagement. Make sure that your team has determined its vision for the year by using the “myTeachstone Implementation Planning Guide*.” Provide the plan to teachers so that they can refer to it throughout the year.

Make it fun!

Think about how your team can help teachers be receptive of the information you’ll share during the launch party. Providing food is a great way to elevate the mood for an event. Previous launch party hosts have used pizza parties, baked goods, and candy successfully. Another way to make the party fun is to provide prizes for teachers who accomplish certain tasks. You might provide prizes for

- Teachers who have already logged in to myTeachstone, for taking initiative
- The first teacher to log in to myTeachstone and complete onboarding
- A teacher who can describe the importance of the CLASS tool
- A teacher who describes why myTeachstone might be helpful for them

You know your team best and what they would respond to, so get creative!

Get teachers logged in to myTeachstone.

If it is feasible, plan to host the launch party in a place with internet access, such as a computer lab, so that teachers can attempt to log in to their myTeachstone accounts before leaving the party. This will be the easiest way to provide support for any teachers having difficulties, as your team will be present to assist with any log-in issues. Print and provide your teachers with the “How to Get Started” guide*. You can use the “myTeachstone Password and Log-In Assistance” guide* for support. Having teachers log in to their accounts during the party will also give you an indication of potential technological barriers your teachers might experience in accessing the platform. This will be a time to listen and provide solutions.

Show and tell.

When explaining the expectations for platform engagement and the professional development plan for your team, avoid just telling the teachers what to do. Instead, open the myTeachstone Learning Resources page and show teachers what it would look like for them to meet the expectations.

If you are able to get all of the teachers logged in to the platform, have a practice round. Make a recommendation in the Learning Resources to the teachers while they are in the room. Ask them to go to the recommendation, review the resource, and comment with their thoughts. Once they complete this task, celebrate! Help teachers see that the work that they will be engaging in will be interesting, quick, and thought provoking. If you cannot do the practice round with all of the teachers in the room, ask for a volunteer or two and do the same exercise so that all of the teachers can see the process. You can give each volunteer a prize if you have one!

Sample Launch Party Agenda

Time	Agenda
5 min.	Welcome and Introductions
5 min	Make the Connection: myTeachstone and the CLASS Tool
20 min	Everyone Log In: An In-Platform Guided Tour for First Time Logins
25 min.	Show and Tell: A Review and Demonstration of the PD Plan
5 min.	Closing

*Please reach out to your CSM if you are unable to find this document.

Welcome to the myTeachstone® PD Circuit!

With the myTeachstone® Learning Resources, you have access to hundreds of resources, including videos, courses, links, and PDFs, created to help you learn about the CLASS® tool, effective teacher-child interactions, and how you can improve your classroom interactions.

What is the myTeachstone Learning Resources?

The myTeachstone Learning Resources provides easily digestible content in short snippets, making it more convenient for you to engage in professional development, even if you only have a few minutes of spare time. You can make the most out of the Learning Resources by engaging with the platform regularly.

Why does this matter?

The CLASS tool is all about building on what you are already doing in your classroom in order to support and extend child development and learning. By engaging with the Learning Resources, you will learn ways to bring more focus and purpose to your daily teacher-child interactions to make a lasting impact on children's lives.

What will I be doing?

To build your understanding of the CLASS tool, you will engage in a series of coaching cycles in the coming months. Each cycle will focus on a specific CLASS dimension. You will receive regular myTeachstone resource recommendations and be expected to complete the resources and comment with your thoughts. At the end of each cycle, you will make an action plan with concrete next steps you can take into your classroom to improve the quality of your interactions.

What does a coaching cycle look like?

Your facilitator will personalize the coaching cycle according to the learning goals of the cycle. The table below is an example of a sample coaching cycle.

Cycle	Resources Assigned
1	Watch Dimension of Focus: Positive Climate Week 1: Watch and comment on Learn about Positive Climate Course Week 2: Watch and comment on the two recommended exemplars on Positive Climate Week 3: Watch and comment on the classroom snapshot Week 4: Create action plan and implement in the classroom

How do I get started?

To get started, access the myTeachstone Learning Resources by following these instructions:

1. Check your email inbox for a welcome email from Teachstone.
2. Click the **Go to My Account** link and follow the password setup steps.
3. Click the **Learning Resources** tile on your myTeachstone dashboard.
4. Complete the onboarding steps.

myTeachstone® PD Circuit Teacher Pacing Guide

This ten-month circuit is an interactive program where you will view recommended resources and apply your new knowledge in the classroom. For each cycle, your facilitator or administrator will recommend myTeachstone® Learning Resources content on _____ of each week. Once you receive the recommendation(s), you will view the resource(s) and respond with your thoughts in the comments section of each resource by _____ of each week. During the fourth week of each cycle, you will plan ways to apply the strategies you learned in your own classroom.

Cycle	Assignments	Complete?
1	Dimension of focus: Positive Climate <ul style="list-style-type: none"> Week 1: Watch and comment on the Learn About Positive Climate course. Week 2: Watch and comment on the two recommended Positive Climate exemplars. Week 3: Watch and comment on the recommended classroom snapshot video. Week 4: Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
2	Dimension of focus: Teacher Sensitivity <ul style="list-style-type: none"> Week 1: Watch and comment on the Learn About Teacher Sensitivity course. Week 2: Watch and comment on the two recommended Teacher Sensitivity exemplars. Week 3: Watch and comment on the recommended classroom snapshot video. Week 4: Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
3	Dimension of focus: Regard for Student Perspectives <ul style="list-style-type: none"> Week 1: Watch and comment on the Learn About Regard for Student Perspectives course. Week 2: Watch and comment on the two recommended Regard for Student Perspectives exemplars. Week 3: Watch and comment on the recommended classroom snapshot video. Week 4: Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
4	Dimension of focus: Behavior Management <ul style="list-style-type: none"> Week 1: Watch and comment on the Learn About Behavior Management course. Week 2: Watch and comment on the two recommended Behavior Management exemplars. Week 3: Watch and comment on the recommended classroom snapshot video. Week 4: Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
5	Dimension of focus: Productivity <ul style="list-style-type: none"> Week 1: Watch and comment on the Learn About Productivity course. Week 2: Watch and comment on the two recommended Productivity exemplars. Week 3: Watch and comment on the recommended classroom snapshot video. Week 4: Create your action plan and implement it in the classroom. 	<input type="checkbox"/>

Exemplar videos are 1-3 minutes long and contain high quality interactions that are categorized by age, domain, and dimension.

Snapshot videos are 3-8 minutes long and capture a mixed range of effectiveness.

Cycle	Assignments	Complete?
6	Dimension of focus: Instructional Learning Formats <ul style="list-style-type: none"> Week 1: Watch and comment on the Learn About Instructional Learning Formats course. Week 2: Watch and comment on the two recommended Instructional Learning Formats exemplars. Week 3: Watch and comment on the recommended classroom snapshot video. Week 4: Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
7	Dimension of focus: Concept Development <ul style="list-style-type: none"> Week 1: Watch and comment on the Learn About Concept Development course. Week 2: Watch and comment on the two recommended Concept Development exemplars. Week 3: Watch and comment on the recommended classroom snapshot video. Week 4: Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
8	Dimension of focus: Quality of Feedback <ul style="list-style-type: none"> Week 1: Watch and comment on the Learn About Quality of Feedback course. Week 2: Watch and comment on the two recommended Quality of Feedback exemplars. Week 3: Watch and comment on the recommended classroom snapshot video. Week 4: Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
9	Dimension of focus: Language Modeling <ul style="list-style-type: none"> Week 1: Watch and comment on the Learn About Language Modeling course. Week 2: Watch and comment on the two recommended Language Modeling exemplars. Week 3: Watch and comment on the recommended classroom snapshot video. Week 4: Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
10	Deeper dive: Teacher-chosen dimension <ul style="list-style-type: none"> Week 1: Pick a dimension of focus and watch or read a resource about it. Week 2: Watch 2–3 exemplar videos featuring the chosen dimension. Week 3: Watch a classroom snapshot video. Week 4: Create your action plan and implement it in the classroom. 	<input type="checkbox"/>

Exemplar videos are 1-3 minutes long and contain high quality interactions that are categorized by age, domain, and dimension.

Snapshot videos are 3-8 minutes long and capture a mixed range of effectiveness.

myTeachstone® PD Circuit Teacher Pacing Guide (Condensed)

This five-month circuit is an interactive program where you will view recommended resources and apply your new knowledge in the classroom. For each cycle, your facilitator or administrator will recommend content from the myTeachstone® Learning Resources on _____ of each week. Once you receive the recommendation(s), you will view the resource(s) and respond with your thoughts in the comments section of each resource by _____ of each week. During the second week of each cycle, you will plan ways to apply the strategies you learned in your own classroom.

Cycle	Assignments	Complete?
1	Dimension of focus: Positive Climate Week 1: <ul style="list-style-type: none"> ● Watch and comment on the “Learn about Positive Climate” course. ● Watch and comment on the two recommended Positive Climate exemplars. Week 2: <ul style="list-style-type: none"> ● Watch and comment on the recommended classroom snapshot video. ● Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
2	Dimension of focus: Teacher Sensitivity Week 1: <ul style="list-style-type: none"> ● Watch and comment on the “Learn about Teacher Sensitivity” course. ● Watch and comment on the two recommended Teacher Sensitivity exemplars. Week 2: <ul style="list-style-type: none"> ● Watch and comment on the recommended classroom snapshot video. ● Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
3	Dimension of focus: Regard for Student Perspectives Week 1: <ul style="list-style-type: none"> ● Watch and comment on the “Learn about Regard for Student Perspectives” course. ● Watch and comment on the two recommended Regard for Student Perspectives exemplars. Week 2: <ul style="list-style-type: none"> ● Watch and comment on the recommended classroom snapshot video. ● Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
4	Dimension of focus: Behavior Management Week 1: <ul style="list-style-type: none"> ● Watch and comment on the “Learn about Behavior Management” course. ● Watch and comment on the two recommended Behavior Management exemplars. Week 2: <ul style="list-style-type: none"> ● Watch and comment on the recommended classroom snapshot video. ● Create your action plan and implement it in the classroom. 	<input type="checkbox"/>

Cycle	Assignments	Complete?
5	Dimension of focus: Productivity Week 1: <ul style="list-style-type: none"> ● Watch and comment on the “Learn about Productivity” course. ● Watch and comment on the two recommended Productivity exemplars. Week 2: <ul style="list-style-type: none"> ● Watch and comment on the recommended classroom snapshot video. ● Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
6	Dimension of focus: Instructional Learning Formats Week 1: <ul style="list-style-type: none"> ● Watch and comment on the “Learn about Instructional Learning Formats” course. ● Watch and comment on the two recommended Instructional Learning Formats exemplars. Week 2: <ul style="list-style-type: none"> ● Watch and comment on the recommended classroom snapshot video. ● Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
7	Dimension of focus: Concept Development Week 1: <ul style="list-style-type: none"> ● Watch and comment on the “Learn about Concept Development” course. ● Watch and comment on the two recommended Concept Development exemplars. Week 2: <ul style="list-style-type: none"> ● Watch and comment on the recommended classroom snapshot video. ● Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
8	Dimension of focus: Quality of Feedback Week 1: <ul style="list-style-type: none"> ● Watch and comment on the “Learn about Quality of Feedback” course. ● Watch and comment on the two recommended Quality of Feedback exemplars. Week 2: <ul style="list-style-type: none"> ● Watch and comment on the recommended classroom snapshot video. ● Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
9	Dimension of focus: Language Modeling Week 1: <ul style="list-style-type: none"> ● Watch and comment on the “Learn about Language Modeling” course. ● Watch and comment on the two recommended Language Modeling exemplars. Week 2: <ul style="list-style-type: none"> ● Watch and comment on the recommended classroom snapshot video. ● Create your action plan and implement it in the classroom. 	<input type="checkbox"/>
10	Deeper dive: Teacher-chosen dimension Week 1: <ul style="list-style-type: none"> ● Review Action Plans and focus on one dimension you would like to revisit. ● Watch two or three exemplar videos featuring the chosen dimension. Week 2: <ul style="list-style-type: none"> ● Watch a classroom snapshot video and focus on the chosen dimension. ● Create an action plan and implement in the classroom. 	<input type="checkbox"/>

Exemplar videos are 1-3 minutes long and contain high quality interactions that are categorized by age, domain, and dimension.
 Snapshot videos are 3-8 minutes long and capture a mixed range of effectiveness.

myTeachstone® Action Plan

After completing each cycle, think about how you can implement CLASS® strategies more often, with more children, or at different times of day. Then make a plan that is specific and achievable. Begin by creating a goal statement, then use the three when/then statements to create simple plans that you know you can stick to. For example:

Goal statement: I want to build closer relationships with my students.
When/then statement: WHEN children arrive at school, THEN I will greet them by name with a smile.

Dimension	Goal Statement	Action Plan
Positive Climate	Goal:	<div> <div>WHEN children are</div> <div></div> </div> <div> <div>THEN I will</div> <div></div> </div> <div> <div>WHEN children are</div> <div></div> </div> <div> <div>THEN I will</div> <div></div> </div> <div> <div>WHEN children are</div> <div></div> </div> <div> <div>THEN I will</div> <div></div> </div>

Dimension	Goal Statement	Action Plan
Teacher Sensitivity	Goal:	WHEN children are _____, THEN I will _____. WHEN children are _____, THEN I will _____. WHEN children are _____, THEN I will _____.
Regard for Student Perspectives	Goal:	WHEN children are _____, THEN I will _____. WHEN children are _____, THEN I will _____. WHEN children are _____, THEN I will _____.

Dimension	Goal Statement	Action Plan
Behavior Management	Goal:	<p>WHEN children are _____,</p> <p>THEN I will _____.</p> <p>WHEN children are _____,</p> <p>THEN I will _____.</p> <p>WHEN children are _____,</p> <p>THEN I will _____.</p>
Productivity	Goal:	<p>WHEN children are _____,</p> <p>THEN I will _____.</p> <p>WHEN children are _____,</p> <p>THEN I will _____.</p> <p>WHEN children are _____,</p> <p>THEN I will _____.</p>

Dimension	Goal Statement	Action Plan
Instructional Learning Formats	Goal:	WHEN children are _____, THEN I will _____. WHEN children are _____, THEN I will _____. WHEN children are _____, THEN I will _____.
Concept Development	Goal:	WHEN children are _____, THEN I will _____. WHEN children are _____, THEN I will _____. WHEN children are _____, THEN I will _____.

Dimension	Goal Statement	Action Plan
Quality of Feedback	Goal:	<p>WHEN children are _____,</p> <p>THEN I will _____.</p> <p>WHEN children are _____,</p> <p>THEN I will _____.</p> <p>WHEN children are _____,</p> <p>THEN I will _____.</p>
Language Modeling	Goal:	<p>WHEN children are _____,</p> <p>THEN I will _____.</p> <p>WHEN children are _____,</p> <p>THEN I will _____.</p> <p>WHEN children are _____,</p> <p>THEN I will _____.</p>

Notes

myTeachstone® PD Circuit Sample Cycle

Sample Month of Implementation

Week 1

1. Recommend the Learn About Positive Climate course to the teacher group.
2. Ask “think about” questions.
 - Use the conversation box to pose questions that encourage teachers to think about the resource and reflect on Positive Climate. For example:

The screenshot shows a web interface for recommending resources. At the top, under the heading "Resources:", there are two video thumbnails: "Warm Connections over Toy Cookies 2 minutes" and "Social Conversation about a Crown 2 minutes". Below these is a recommendation card for "Bright Start PreK Teachers" with "3 Teachers" and a red "X" icon. Underneath is a "Recommendation Settings" dropdown menu set to "Recommend even if it has been recommended previously". A text box prompts the user to "Enter an explanation, start a conversation, or pose a question to deepen understanding of this recommendation:". The text box contains the following text: "Let's focus on the ways in which we develop meaningful relationships with children in the classroom. As you watch the two short videos, think about how our interactions and conversations build strong emotional relationships with children. What did you notice the teachers saying and doing to create an emotional". At the bottom of the form is a checkbox labeled "Send an email to notify users of this recommendation".


Week 2

1. Recommend two exemplar videos that feature the Positive Climate dimension.
2. Ask “think about” questions.
 - Use each resource’s conversation box to ask questions that encourage teachers to think about the video and reflect on Positive Climate.

Week 3


1. Recommend a classroom snapshot video.
2. Use the resource's conversation box to ask questions that encourage teachers to identify effective and less effective interactions in the video. For example:

Resources:

 Broccoli Makes You Strong 6 minutes

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We have been focusing on Positive Climate and the importance of building strong relationships in the classroom. As you view this video, identify how this teacher is connecting with the children. What is the teacher saying or doing that demonstrates a positive climate? If you were this teacher how would you build stronger relationships with the children?

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Week 4

1. Have teachers choose a video about Positive Climate and create an action plan around implementing Positive Climate in the classroom.

myTeachstone® PD Circuit Schedule and Pacing Guide (Condensed)

Cycle	Resources Assigned	Resource Discussion Ideas:	Action Plan Discussion Ideas:
1	Dimension of focus: Positive Climate Week 1: <ul style="list-style-type: none"> ● Recommend the “Learn about Positive Climate” course. ● Recommend one or two Positive Climate exemplar videos. Week 2: <ul style="list-style-type: none"> ● Recommend a classroom snapshot video. ● Teacher creates an action plan and implement in classroom. 	Why is Positive Climate important? What can teachers do to Teacher creates emotional connections with children?	How can your teacher create a more positive classroom environment?
2	Dimension of focus: Teacher Sensitivity Week 1: <ul style="list-style-type: none"> ● Recommend the “Learn about Teacher Sensitivity” course. ● Recommend one or two Teacher Sensitivity exemplar videos. Week 2: <ul style="list-style-type: none"> ● Recommend a classroom snapshot video. ● Teacher creates an action plan and implement in classroom. 	Why is it important to be aware of and responsive to children’s academic and emotional needs?	How can you increase your awareness of children’s academic and emotional needs?
3	Dimension of focus: Regard for Student Perspectives Week 1: <ul style="list-style-type: none"> ● Recommend the “Learn about Regard for Student Perspectives” course. ● Recommend one or two Regard for Student Perspectives exemplar videos. Week 2: <ul style="list-style-type: none"> ● Recommend a classroom snapshot video. ● Teacher creates an action plan and implement in classroom. 	Why is it important to let children know you value their interests and ideas? Why is it important to show this regard in your choice of activities and how you spend your time together?	How can you encourage children to be independent and take on responsibilities throughout the day?
4	Dimension of focus: Behavior Management Week 1: <ul style="list-style-type: none"> ● Recommend the “Learn about Behavior Management” course. ● Recommend one or two Behavior Management exemplar videos. Week 2: <ul style="list-style-type: none"> ● Recommend a classroom snapshot video. ● Teacher creates an action plan and implement in classroom. 	Why is it important to let children know the behavioral expectations before you begin an activity?	What are some specific ways that you can clearly state behavioral expectations to children?

Exemplar videos are 1-3 minutes long and contain high quality interactions that are categorized by age, domain, and dimension. Snapshot videos are 3-8 minutes long and capture a mixed range of effectiveness.

Cycle	Resources Assigned	Resource Discussion Ideas:	Action Plan Discussion Ideas:
5	Dimension of focus: Productivity Week 1: <ul style="list-style-type: none"> ● Recommend the “Learn about Productivity” course. ● Recommend one or two Productivity exemplar videos. Week 2: <ul style="list-style-type: none"> ● Recommend a classroom snapshot video. ● Teacher creates an action plan and implement in classroom. 	Why is it important to plan before an activity and to have materials and centers ready?	What are some areas you would like to focus on to ensure a more productive classroom?
6	Dimension of focus: Instructional Learning Formats Week 1: <ul style="list-style-type: none"> ● Recommend the “Learn about Instructional Learning Formats” course. ● Recommend one or two Instructional Learning Formats exemplar videos. Week 2: <ul style="list-style-type: none"> ● Recommend a classroom snapshot video. ● Teacher creates an action plan and implement in classroom. 	Why is it important to facilitate activities that actively engage children?	What are some effective facilitation and questioning strategies that you can use to keep children engaged?
7	Dimension of focus: Concept Development Week 1: <ul style="list-style-type: none"> ● Recommend the “Learn about Concept Development” course. ● Recommend one or two Concept Development exemplar videos. Week 2: <ul style="list-style-type: none"> ● Recommend a classroom snapshot video. ● Teacher creates an action plan and implement in classroom. 	What are some benefits of asking open-ended <i>how</i> and <i>why</i> questions?	How can you promote analysis and reasoning during everyday activities?
8	Dimension of focus: Quality of Feedback Week 1: <ul style="list-style-type: none"> ● Recommend the “Learn about Quality of Feedback” course. ● Recommend one or two Quality of Feedback exemplar videos. Week 2: <ul style="list-style-type: none"> ● Recommend a classroom snapshot video. ● Teacher creates an action plan and implement in classroom. 	Why is it important to query children’s responses—asking them about their answers—rather than just letting them know whether they are right or wrong?	How can you plan open-ended questions and follow-up questions to engage children in feedback loops?

Exemplar videos are 1-3 minutes long and contain high quality interactions that are categorized by age, domain, and dimension. Snapshot videos are 3-8 minutes long and capture a mixed range of effectiveness.

Cycle	Resources Assigned	Resource Discussion Ideas:	Action Plan Discussion Ideas:
9	Dimension of focus: Language Modeling Week 1: <ul style="list-style-type: none"> ● Recommend the “Learn about Language Modeling” course. ● Recommend one or two Language Modeling exemplar videos. Week 2: <ul style="list-style-type: none"> ● Recommend a classroom snapshot video. ● Teacher creates an action plan and implement in classroom. 	Why is it important to elaborate on children’s responses?	In what ways can you encourage back-and-forth exchanges with children throughout the day?
10	Deeper dive: Teacher-chosen dimension Week 1: <ul style="list-style-type: none"> ● The teacher will review completed action plans and pick a dimension of focus. ● The teacher will watch two exemplar videos and one snapshot featuring the chosen dimension. Week 2: Teacher creates an action plan and implement in classroom.	Why did you pick this dimension to explore further?	How can you plan for and enhance this dimension in your classroom?

Guidelines for Strengths-Based Facilitation

The basic strengths-based facilitation principles are as follows:

- Facilitators position themselves as partners in learning.
- Facilitators use a supportive, nonjudgmental, and positive tone.
- Facilitators provide detailed observations of teacher strengths.
- Facilitators encourage teacher reflection on strengths as well as areas of growth.
- Facilitators encourage teachers to rely on their strengths as they take risks in an area of growth.

You can embrace these strengths-based facilitation principles in your work by being aware of your tone when you write resource descriptions, questions, comments, and engagement reminders. Remember that people can be sensitive to the tone of written content. Anything that teachers perceive as directive or punitive could negatively impact their engagement in the program. Consider the difference between the strengths-based and the directive examples in the table below and how they might impact teachers.

Strengths-Based	Directive
Facilitators position themselves as partners in learning.	
"I'm excited to share this resource with you and hope you will find it useful."	"I expect you to write your comments by Friday."
Facilitators use a supportive, nonjudgmental, and positive tone.	
"Every teacher has a different approach to transitions. What do you admire about this teacher's approach?"	"This teacher struggles with transitions. Did you notice anything the teacher did well during this transition?"
Facilitators provide detailed observations of teacher strengths.	
"Your comments on the feedback loops in the video I shared were so thoughtful and detailed. I'm guessing you practice feedback loops in your own classroom!"	"Thanks for your comments on feedback loops."
Facilitators encourage teacher reflection on strengths as well as areas of growth.	
"What strengths can you draw upon when working to better match your students' affect?"	"If you are not matching your students' affect, it might be good to try out this powerful skill."
Facilitators encourage teachers to rely on their strengths as they take risks in an area of growth.	
"Remember that all of your skills in the Emotional Support domain will help you as we shift our focus to the Classroom Organization domain."	"We are now shifting our focus to the Classroom Organization domain."

While your language for your resource descriptions, questions, comments, and engagement reminders will be your choice, it is important for you to keep the five strengths-based facilitation principles in mind as you communicate with teachers. Make it a habit to self-reflect on the tone of your written communication to ensure that it embodies the strengths-based principles, rather than your mood or negative feelings. Some self-reflective questions you might ask yourself include:

- How am I feeling about my work today?
- How am I feeling about my teachers today?
- How can I add value to the lives of my teachers today?
- What positive intention can I set for myself in this written communication?

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?

Seek teacher perspectives:

- What goals do you have for this conversation?
- Is there anything you'd like to add to our agenda?
- Tell me about how you felt when ...
- What does that make you think about ...
- Why do you think ...
- How do you think students feel when you ...
- This reminds me of when/how you ...
- How will _____ impact your students?
- Where are the opportunities for choices in your work for you and for those you support?

Maintain a strengths-oriented conversation:

- I noticed how when you [*teacher action*] the students really [*positive student reaction*].
- I'm interested in learning more about ...
- Thank you for sharing your thoughts. Can you tell me more about ...
- What did you do to make the lesson so successful?
- I'm interested in learning/hearing more about ...
- You did a great job when you ...
- What does your students' reaction tell you about your effectiveness?
- Why do you think that it is so important to continue providing your students ...

Engage in feedback loops:

- Let me see if I understand ...
- I'm interested in hearing more about ...
- Are you saying/suggesting that ...
- Tell me what you mean when you say ...
- Tell me how that idea is similar to ...
- Tell me how that idea is different from ...
- I wonder ...
- What did you discover/learn from having this difficulty?
- I see that ...
- Tell me in your own words ...
- What's another way to say/do ...
- What specifically did you do to ...
- I notice ...
- Tell me more about ...
- What happened next?
- What does that make you think about ...
- How do you think that connects to ...
- Are you noticing any patterns ...
- Why do you think that happened?

Seek more information:

- Would you tell me a little more about ...
- Tell me what you meant when you ...
- I'm curious to know more about ...
- What's another way that you might ...
- What would it look like if ...
- What do you think would happen if ...
- How was that similar to/different from ...
- What sort of an impact do you think ...
- When have you done something like that before?
- How did you decide ...
- I'm interested in ...
- I wonder ...

Provide organization:

- What will you need to prepare in advance?
- What is the goal of ...
- How can you smoothly transition from [*one specific task or activity*] to [*another task or activity*]?
- What it would sound like if the instructions were provided clearly?
- How will you be able to tell when your teachers/students know what to do in that routine?

Demonstrate active listening:

- In other words ...
- What I'm hearing is [*description of teacher's statement*]. Is that correct?
- I'm hearing many things about ...
- As I listen to you, I'm hearing [*description of teacher's statement*]. Is there anything else you feel I should know?

Plan for change, or provide instructional support:

- What would happen if ...
- What sort of impact do you think [*teacher behavior*] had on ...
- What's another way that you could ...
- What other resources could you use in order to...
- Imagine the issue is resolved. How did you get there?
- How will you maintain momentum with ...
- What steps can you take to ensure that you will follow through?
- You mentioned that you may be able to [*possible teacher action*]. What would that look like?
- What can you commit to do? What is one small step to move forward?
- What concerns do you have?
- What step could you take this week that would move you toward your goal?
- What is holding you back?
- What is a reasonable timeline to accomplish [*goal*]?
- How important is _____ to you?
- What is the issue in one word?
- What goal are you avoiding? Why?
- What obstacles need to be addressed in order to make sure this step gets done?
- What's another time in your day when you can ...
- When do you feel the most comfortable doing ...
- What do you think might keep you from practicing these behaviors?
- How do you anticipate your students will respond when you ...
- How do you anticipate you'll feel when you ...
- How can we plan ways to overcome ...

Provide emotional support:

- Tell me about a previous time when you [*description of situation*]. How did you deal with that?
- I hear you saying you're really struggling with [*teacher's issue*]. How can I support you?
- It sounds like you're unsatisfied with [*teacher's issue*]. What would you do differently next time?
- How do you want your student(s) to remember you?
- How do you want to remember this time/situation in 15 years?
- I'm noticing that you're experiencing some feelings. Would it be okay to explore those for a few minutes?
- What's coming up for you right now? Would you like to talk about your feelings?
- Wow, I imagine I'd have some feelings if that happened to me. Are you experiencing strong feelings?

Persistently follow up:

- Would you be willing to explore your reasoning/assumptions about this?
- I'd like to ask you about [*topic*]. Is that okay?
- What's another way that you might ...
- What would it look like if _____? Is there any other way to see this situation?
- What do you think would happen if ...
- What effect do you think _____ would have?
- I'm noticing [*a behavior*]. What do you think is going on?
- Who do you want to be in this situation?
- How do you want others to see you in this situation?
- Have you ever experienced this as a student?
- What might be the impact of ...
- What would happen if you did _____ more often with more students?
- What would be your ideal outcome of that lesson/activity?
- What do you need to do to cultivate that outcome?
- How can I support you in ...

Help teacher when they are stuck:

- What are the benefits of doing ...
- What could be lost by not doing ...
- What is one thing you would feel comfortable trying this week, just to see how you and your students respond?
- What is a time of day when you would feel comfortable trying this new skill?
- What group of students do you would feel comfortable trying this new skill with?
- When I was a teacher ...
- Several teachers I have worked with have had good results doing ...
- Do you think something like that might work in your classroom?
- What part of that do you think is interesting?
- There is a useful book/article/resource on that topic called ...
- An effective strategy to teach _____ is ...
- You can contact [name] in [specific department] for that resource.
- [Name of colleague] is very effective at teaching that skill—maybe you could observe them

