

## Teachstone Professional Development Programs and Head Start Performance Standards

Teachstone professional development supports Head Start programs by providing directors, coaches, teachers, and staff with the tools needed to ensure that teacher-child interactions are a central part of a high quality program. We know that programs need to do more than simply comply with the new Standards. They need to use the Standards to drive improvement and make a larger impact for children. The chart below depicts how Teachstone professional development aligns with the components of the new Head Start Performance Standards.

Head Start Performance Standard		Teachstone Professional Development
<b>1302.53 Community Partnerships and coordination with other early childhood and education programs</b>	<i>1302.55 (b) (2) Quality Rating and Improvement Systems.</i> A program, with the exception of American Indian and Alaska Native programs, must participate in its state or local Quality Rating Improvement System (QRIS) if: (i) Its state or local QRIS accepts Head Start monitoring data to document quality indicators included in the state's tiered system	Teachstone's regional directors can help you learn more about your state or local QRIS and how CLASS is included.
<b>1302.71 Transitions from Head Start to kindergarten</b>	<i>1302.71 (c) (2) (ii)</i> Participation, as possible, for <b>joint training and professional development activities</b> for Head Start and kindergarten teachers and staff	Teachstone recommends supporting successful transitions by providing K-3 Introduction to the CLASS Tool trainings for kindergarten teachers and staff.
<b>1302.91 Staff qualifications and competency requirements</b>	<i>1302.91 (e) (5) Center-based teachers, assistant teachers, and family care provider competencies.</i> A program must ensure center-based teachers, assistant teachers, and family care providers demonstrate competency to <b>provide effective and nurturing teacher-child interactions...</b>	Teachstone recommends that all teachers, assistant teachers, and family child care providers serving all age levels have access to ongoing professional development on the CLASS through myTeachstone. At a minimum, all staff should participate in a full-day Introduction to the CLASS Tool training appropriate for the age level served.
<b>1302.92 Training and professional development</b>	1302.92 (b) A program must establish and implement a <b>systematic approach to staff training and professional development</b> designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate.	Teachstone recommends that all teachers, assistant teachers, and family child care providers serving all age levels have access to ongoing professional development on the CLASS through myTeachstone. At a minimum, all staff should participate in a full-day Introduction to the CLASS Tool training appropriate for the age level served.
	1302.92 (b)(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Birth to Five, partnering with families, supporting children with disabilities and their families, <b>providing effective and nurturing adult-child interactions</b> , supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions, and use of data to individualize learning experiences to improve outcomes for all children.	Teachstone professional development programs, focused on improving effective teacher-child interactions, are based on over 20 years of research and built on a core of evidence, including: 1) the use of coaching to support the transfer to practice, 2) frequent contact between coaches and teachers, 3) strong teacher-coach relationships and group involvement in professional development, 4) use of video to focus the professional lens, and 5) data-driven, individualized coach supports.

Head Start Performance Standard		Teachstone Professional Development
<p><b>1302.92 Training and professional development</b></p>	<p>1302.92 (c) A program must implement a research-based, coordinated coaching strategy for education staff that: (1) <b>Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;</b></p>	<p>Programs should use the myTeachstone platform for analyzing CLASS observation data to identify staff who will benefit most from intensive coaching through MyTeachingPartner™ Coaching (MTP™).</p>
	<p>2) At a minimum provides <b>opportunities for intensive coaching</b> to those education staff identified through the process in paragraph (c) (1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to the program performance goals;</p>	<p>Research shows that coaching models with strong fidelity that include at least 10 coaching cycles have the greatest likelihood of effecting change in teacher practices. MTP offers just such a coaching model.</p>
	<p>(3) At minimum, provides opportunities for education staff not identified for intensive coaching through the process to receive <b>other forms of research-based professional development</b> aligned with program performance goals;</p>	<p>Teachstone provides a suite of professional development services that offer less intensive research-based support, including Making the Most of CLASSroom Interactions (MMCI) and the myTeachstone platform.</p>
	<p>(4) Ensures intensive coaching opportunities for the staff identified through the process that: (i) Align with the program’s school readiness goals, curricula, and other approaches to professional development; (ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive <b>coaching strategies aligned with program performance goals;</b></p>	<p>MTP builds local capacity for coaching by providing coach training and support that includes content in adult learning, research-based coaching strategies, and the use of data to improve teaching.</p>
	<p>iii) Provide <b>ongoing communication</b> between the coach, program director, education director, and other relevant staff.</p>	<p>The myTeachstone system provides access for Head Start observers, coaches, program directors, and teachers. myTeachstone’s reporting structure allows program directors to view observation reports, coaching frequency, and aligned professional development by staff.</p>
<p><b>1302.102 Achieving program goals</b></p>	<p>1302.102 (b)(2) <b>Ongoing assessment of program goals</b>—a program must effectively oversee progress towards program goals on an ongoing basis and annually must: (i) Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program’s progress towards meeting goals established under paragraph (a)</p>	<p>The myTeachstone system tracks observation data, coach engagement data, and teacher engagement data that can be used as a component of the required self-assessment.</p>