	# Participant Guide # Minnesota RBPD # Credential: # Sessions 1-15
Developed by the University of Minnesota, Center for Early Education and Development 2016	**45 hours**

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Table of Contents

Minnesota RBPD Credential Overview

Session Number & Title	Date, time & location	Objectives	Homework (Find detailed assignment instructions in each Session's set of materials beginning on page 10)
Preparation for Session 1: READ BEFORE ATTENDING SESSION 1	TBD	**Preparing for Session 1**	**Read:** Article: Instructional Coaching Helping Preschool Teachers Reach Their Full Potential (Skiffington, S.;Washburn, S.and Elliott, K. 2011) https://www.naeyc.org/files/yc/file/201105/Teachers_Full_Potential_OnlineMay2011.pdf Article: Observe, Reflect and Apply (Chu, M. 2012) http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol40_3_Chu.pdf
Session 1: Introduction to RBPD: Defining RBPD and Competencies		- Objective 1: Identify the overall goals, objectives and process of the MN RBPD Credential - Objective 2: Analyze portions of *Minnesota's Knowledge and Competency Framework for Relationship Based Professional Development Specialists* - Objective 3: Compare RBPD roles, identify responsibilities and potential impact	**Complete before Session 2**: Use the *Minnesota's Knowledge and Competency Framework for Relationship Based Professional Development Specialists* to set some goals for yourself. - Choose at least 2 content areas and rate yourself: "proficient", "in process" or "beginning". - Select 2 competencies you plan to work on during this credential. Describe where you feel you are now and where you would like to be within the next year for both of them.

Session 2: Introduction to RBPD: Approaches and Delivery		• Objective 1: Compare RBPD approaches, identify responsibilities and potential impact. • Objective 2: Explore the context for RBPD in Minnesota and link to participant experience. • Objective 3: Analyze benefits and challenges of RBPD delivery modalities.	**Complete before Session 3:** Read the article "Supervision or Coaching- What's the Difference" (Carter 2003) http://cocoaches.net/uploads/Supervising_or_Coaching.pdf and list three ways that supervision and coaching are different, and three ways they overlap or where there might be confusion about roles. Complete the Eager to Learn Any Time Learning Module: Mandated Reporter https://www.developtoolmn.org/App/default.aspx
Session 3 Professionalism: Ethical Practices		• Objective 1: Describe codes of ethical conduct and standards relating to RBPD work • Objective 2: Analyze how and when mandated reporting applies to RBPD specialists. • Objective 3: Apply the foundation of a code of ethical conduct and standards to ethical dilemmas	**Complete before Session 4:** Complete the Reflection on Culturally Informed Coaching Principles which may be found at: https://depts.washington.edu/cqel/PDFs/EA_coach_framework.pdf pp. 36-38 "Culturally Informed Coaching Principles."
Session 4 Professionalism: equity and Cultural Competence		• Objective 1: Identify strategies to promote culturally responsive RBPD and address implicit bias • Objective 2: Analyze case studies and apply the strategies	**Complete before Session 5:** Interview 2 adults (if at all possible, they should be early childhood educators who work with children) about learning, then write up a reflection.

Session 5 Adult Learning: Theory and Learner Characteristics		• Objective 1: Identify key characteristics of adult learners • Objective 2: Apply adult learning theories to RBPD practice	**Complete before Session 6:** Read the article: "Stages of Teacher Development" by Lillian Katz at http://ecap.crc.uiuc.edu/pubs/katz-dev-stages/index.html#f1 and write a reflection.
Session 6 Adult Learning: Motivating Change		• Objective 1: Analyze scenarios to identify stages of change • Objective 2: Practice techniques used in Motivational Interviewing • Objective 3: Apply Motivational Interviewing techniques in a coaching scenario	**Complete before Session 7:** Choose two Motivational Interview techniques to try between now and our next session. Write up what you tried and what happened. Bring your notes to class.
Session 7 Adult Learning: Using reflection to Promote Growth		• Objective 1: Participants will examine reflective processes to promote self-awareness • Objective 2: Participants will examine tools that promote reflection, reflective processes, and self-awareness in practitioners • Objective 3: Participants will learn about "emotional labor" and explore self-care strategies address it	**Complete before Session 8:** Read the article on communication styles on this page and complete the communication styles self-assessment at: The 4 Communication Styles: Which One Do You Have? [Quiz] article and quiz http://blog.visme.co/the-4-communication-styles-quiz/ Write up a reflection.
Session 8 Co-Creating Relationships: Communication		• Objective 1: Practice active listening skills and attending to non-verbal communication • Objective 2: Develop and evaluate powerful questions to use in RBPD conversations • Objective 3: Examine tools for direct communication	**Complete before Session 9:** Complete the reflection assignment "Entering the Relationship: Six Questions" which is in your Participant Guide on page 73 in the materials for Session 8.

Session 9 Co-Creating Relationships: Establishing Relationships		• Objective 1: Develop plans to build rapport and address challenges in establishing RBPD relationships. • Objective 2: Evaluate tools for use in clarifying expectations, roles and responsibilities.	**Complete before Session 10:** Spend a few minutes of quiet time reflecting on a coaching/mentoring/consulting relationship that got off to a good start.
Session 10 Co-Creating Relationships: Maintaining Relationships		• Objective 1: Examine strategies for maintaining a trusting relationship • Objective 2: Analyze coaching interactions for relationship keys and routines. • Objective 3: Problem-solve challenges that may arise over the course of the RBPD relationship	**Complete before Session 11:** Read the article "Reprise of Coaching Heavy and Light" (Killion, 2010) found at: https://learningforward.org/docs/leading-teacher/dec10_teachersleading.pdf And complete the writing assignment. **Bring to Session 11:** Session 11 includes a link to an article that we will use in class. Please print and bring pp. 2-6 of http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/pbc-brief-sgap.pdf
Session 11 Facilitating Growth and Development: Creating Awareness, Planning and Goal Setting		• Objective 1: Examine the cycle of RBPD practice: planning, observing, feedback with reflection • Objective 2: Analyze video/case scenarios to identify RBPD strategies • Objective 3: Practice planning & setting goals.	**Complete before Session 12:** Read a short portion of the article "Two Heads Are Better Than One" (Chiariello, 2015) found at this link, beginning with the heading "Doing What Works" and reading through the rest of the article at: http://www.tolerance.org/magazine/number-51-fall-2015/feature/two-heads-are-better-one Follow the reflection directions in the Session 11 segment of this guide on page 97.

Session 12 Facilitating Growth and Development: Observation		• Objective 1: Reflect on the cycle of RBPD practice: planning, observing, feedback with reflection • Objective 2: Analyze video to identify RBPD strategies • Objective 3: Practice observation/implementation segment of the cycle.	**Complete before Session 13:** Use self-awareness to write about the value of the "me check" strategy.
Session 13 Facilitating Growth and Development: Feedback and Reflection		• Objective 1: Examine how feedback and reflection fit in the RBPD cycle. • Objective 2: Analyze video to identify reflective feedback from RBPD specialist to partner. • Objective 3: Practice components from each phase of the RBPD cycle.	**Complete before Session 14:** Print out and complete the first four pages of the coaching self-assessment, along with a reflection. Find the link to the Coaching Practices Strengths and Needs Assessment (Frank Porter Graham, 2012) at http://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Combined%20Handouts.pdf pp 1-4.
Session 14 Assessing and Evaluating		• Objective 1: Identify purpose of assessment and evaluation in RBPD • Objective 2: Analyze examples of assessment used in RBPD • Objective 3: Practice using assessment to plan RBPD interactions	**Complete before Session 14:** Review the case study written during Session 14. You will Use it in a small group in Session 15 and be video recorded. Please bring a tablet/laptop/mobile device with a camera if you have one. All video recordings will be deleted before we leave next week.
Session 15 Assessment: Tying It All Together		• Objective 1: Review terms and actions from the RBPD Credential Course • Objective 2: Practice an RBPD session using video with feedback.	None as this is the final session.

	Participant Guide
Session 1	**Minnesota RBPD Credential** Introduction to RBPD: Defining RBPD and Competencies
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 1 Overview_____

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas

Course Level 2
Knowledge Competency Framework for Early Childhood Practitioners:
Content Area VI: Professionalism

RBPD KCF Content Areas:
I. Professional and ethical practices

CDA Content Area: Professionalism

Learning Objectives:

Objective 1: Identify the overall goals, objectives and process of the MN RBPD Credential
Objective 2: Analyze portions of *Minnesota's Knowledge and Competency Framework for Relationship Based Professional Development Specialists*
Objective 3: Compare RBPD roles, identify responsibilities and potential impact

Session 1 Overview of Sections:

Time	Section	Overview of teaching technique
90 minutes	What is RBPD? Definitions, competencies & dispositions	Individual reflection Small group discussion Report themes to group Jigsaw Pair share
	10 minute BREAK	
40 minutes	B. Why RBPD?	Lecture Small group share
minutes	Credential overview	Overview Q & A
20 minutes	Closing and action planning	Review homework assignment and expectations Large group word generation

Pre-Reading Assignment: Read before Session 1

- Article: Instructional Coaching Helping Preschool Teachers Reach Their Full Potential (Skiffington, S.;Washburn, S.and Elliott, K. 2011)
https://www.naeyc.org/files/yc/file/201105/Teachers_Full_Potential_OnlineMay2011.pdf
- Article: Observe, Reflect and Apply (Chu, M. 2011)
http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol40_3_Chu.pdf

Minnesota's Knowledge and Competency Framework for Relationship Based Professional Development Specialists
https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7586-ENG

Session 1 – Assignment to Be Completed by Session 2

Complete before Session 2:

Use the *Minnesota's Knowledge and Competency Framework for Relationship Based Professional Development Specialists* to set some goals for yourself. The framework is located at: https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7586-ENG

1. Choose at least 2 content areas and rate yourself: "proficient", "in process" or "beginning"
2. Select 2 competencies you plan to work on during this credential. Describe where you feel you are now and where you would like to be within the next year for both of them.

Session 1 Introduction to RBPD: What is RBPD?
Minnesota Credential for Relationship-Based Professional Development Specialists

OBJECTIVES

- Identify MN RBPD Credential goals/process
- Analyze MN Knowledge & Competency Framework for RBPD specialists
- Compare RBPD roles, responsibilities, and impact

Relationship based professional development (RBPD):

The *relationship itself* is the vehicle through which practitioners grow in knowledge and practice.

Dispositions: tendencies to believe/act in a particular manner. More than just beliefs, the tendency for those beliefs to be put into practice in the classroom.	**Competencies:** specific skills the practitioner is expected to demonstrate. (Minnesota's Knowledge and Competency Framework for Early Childhood Professionals)

Disposition: "She is responsive"
Competency: "She follows up on our meetings by bringing articles about topics I am interested in"

Dispositions: Big 5

- Conscientiousness
- Warm & friendly
- Agreeable & adaptable
- Open to experiences
- Emotional stability

Traditional Professional Development
(workshop model)

- **Content knowledge**
  - Background knowledge, definitions
  - Inspires; introduces new ways of thinking

- **Strategies introduced**
  - Describing or modeling
  - Simulated practice

But does it lead to change?

Slide courtesy of the Center for Early Education and Development

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Supporting change through EFFECTIVE professional development:

- Intensive, ongoing, with multiple, sequenced, active learning experiences;
- Grounded in specific practice-focused content;
- Includes large doses of learner self-assessment of his/her learning against a set of standards, criteria or expert feedback;
- Aligned with instructional goals, learning standards and curriculum materials.

From NPDCI (National Professional Development Center for Inclusion):
http://community.fpg.unc.edu/npdci
Slide courtesy of the Center for Early Education and Development

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Components of Training	Levels of Impact	Awareness Plus Concept Understanding	Skill Attainment	Application Problem Solving
Presentation of Theory		85%	15%	5-10%
Modeling		85%	18%	5-10%
Practice and Low Risk Feedback		85%		5-10%
Coaching Study Teams Peer Visits		90%	90%	80-90%

Joyce, B., & Showers, B. (1988).

Impact on Student Achievement

NOTES

	Participant Guide
Session 2	**Minnesota RBPD Credential** Introduction to RBPD: Approaches and Delivery
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas

Course Level 2
Knowledge Competency Framework for Early Childhood Practitioners:
Content Area V: Historical and Contemporary Development of Early Childhood Education - 2 hours
Content Area VI: Professionalism - 1 hour

RBPD KCF Content Areas:
I.   Professional and ethical practices

CDA Content Area: Professionalism

Learning Objectives:
While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory they will learn to:

Objective 1: Compare RBPD approaches, identify responsibilities and potential impact.
Objective 2: Explore the context for RBPD in Minnesota and link to participant experience.
Objective 3: Analyze benefits and challenges of RBPD delivery modalities.

Session 2 Overview of Sections:

Time	Section	Overview of teaching technique
20 minutes	Reflection on homework	Individual reflection Large group read aloud
55 minutes	RBPD Approaches	Small group work Large group report back
15 minutes	RBPD in Minnesota	Large group activity
10 minute break		
30 minutes	RBPD delivery modalities: benefits and challenges	Large group brainstorm Small group work and report back
30 minutes	RBPD Specialist as Change Agent	Video clip analysis Self reflection Pair share Mini lecture
15 minutes	Closing and action planning	Review assignment Large group share

Session 2 Materials

Website of the researchers who developed the Transtheoretical Model of Change:
http://www.prochange.com/transtheoretical-model-of-behavior-change

Minnesota Timeline for RBPD work 1990-present

Note: There may very well be other RBPD initiatives in Minnesota. Please add to this document as you learn about them. The purpose is to paint a picture of progress and increased support for educators and caregivers in Minnesota since the 1990's.

Mentoring and coaching projects begin in 1990's

- Infant-toddler consultation (part of the PITC or ITTI project)
- MLFCCA mentor project
- Project Exceptional consultants
- Others?

Early 2000's

- DHS funds gathering to identify and build practice around Relationship-Based professional development. Focus groups, writers, statewide survey. Results in MNSMART. Funds to Concordia, author Sue Dion.
  https://www.surveymonkey.com/r/FC72MTQ (survey)

http://teacherleader11-12.wikispaces.com/file/view/Competencies+for+effective+coaching.pdf
cited in NAEYC's 2012 update on Relationship-Based work:
http://www.naeyc.org/files/naeyc/TA_Professionals.pdf

- Other coaching/mentoring projects emerging in late 1990's/early 2000's
  - Words Work! Early literacy 1999
  - Child care health consultation
  - Minnesota Early Literacy Training project, 2000
  - AmeriCorps Head Start, became Minnesota Reading Corps, 2001
  - BEAM (Bridging Education and Mental Health), 2004
  - QUINCE (Quality Interventions in Early Care and Education), 2004
  - CLASS coaching, beginning 2008

2010-current

- DHS/MDE facilitate statewide stakeholder meetings to identify common PD needs for RBPD providers.
- RBPD projects and work continues to emerge
  - Parent Aware coaching
  - MNAEYC accreditation coaching
  - TACSEI Social-emotional and challenging behavior, Centers of Excellence, 2010

- o Numbers Work! (now Numbers Plus) 2011
- o First Children's Finance
- o Minnesota Department of Health
- o Other?
- 2011 CEED and MNCPD (at Metropolitan State University) design definitional paper (funded by DHS) in order to identify job descriptions for RBPD specialists and pilot crediting certain RBPD hours as training ours.
- 2014-15 CEED develops Using RBPD to Support Authentic Assessment protocol, funded by MDE
- 2016 RBPD Knowledge and Competency Framework
- 2016 RBPD Credential Course

Session 2 – Assignment to Be Completed by Session 3

Read the article "Supervision or Coaching- What's the Difference" at http://cocoaches.net/uploads/Supervising_or_Coaching.pdf and list three ways that supervision and coaching are different, and three ways they overlap or where there might be confusion about roles.

The second assignment is to complete the Eager to Learn Any Time Learning Module: Mandated Reporter training. Instruct participants to follow the directions in their Participant Guide to locate the training, which are:

1. Go to the Develop website https://www.developtoolmn.org/App/default.aspx
2. Click on the *Find Training* tab and enter the course title "ATL: Mandated Reporter Training" into the *keyword* box
3. Then click on *Locate Events* at the bottom of the page to find the training

Note: you have two tasks to complete for next week. The Mandated Reporting online module should only take 15-20 minutes.
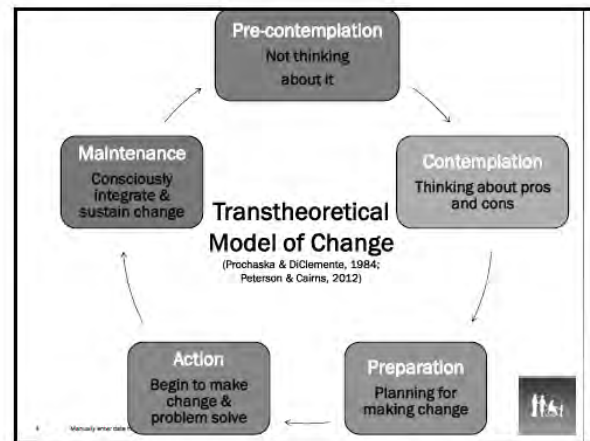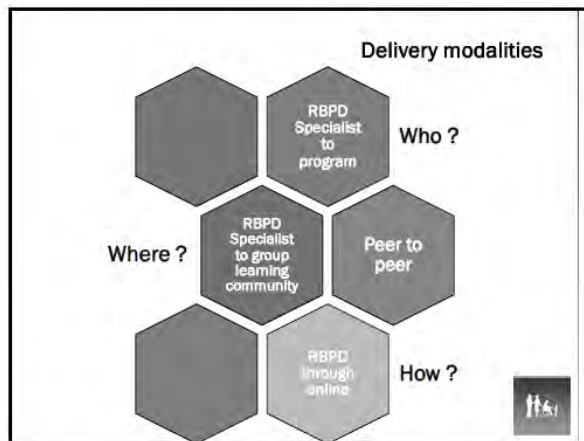
Session 2 Power Point

Session 2 Introduction to RBPD: What is RBPD Part 2
Minnesota Credential for Relationship-Based Professional Development Specialists

OBJECTIVES

- Compare RBPD approaches
- Explore RBPD context in Minnesota
- Examine RBPD delivery modalities

Delivery modalities

RBPD Specialist to program — Who ?
RBPD Specialist to group learning community — Where ?
Peer to peer
RBPD through online — How ?

Pre-contemplation
Not thinking about it

Maintenance
Consciously integrate & sustain change

Contemplation
Thinking about pros and cons

Transtheoretical Model of Change
(Prochaska & DiClemente, 1984; Peterson & Cairns, 2012)

Action
Begin to make change & problem solve

Preparation
Planning for making change

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Session 3	# Participant Guide
	Minnesota RBPD Credential
	Professionalism: Ethical Practices
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 3 Overview

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas

Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area V: Historical and Contemporary Development of Early Childhood Education - 2 hours
Content Area VI: Professionalism- 1 hour

RBPD KCF:
I. Professional and ethical practices

CDA Content Area: Professionalism

Learning Objectives:

Objective 1: Describe codes of ethical conduct and standards relating to RBPD work

Objective 2: Analyze how and when mandated reporting applies to RBPD specialists.

Objective 3: Apply the foundation of a code of ethical conduct and standards to ethical dilemmas

Session 3 Overview of sections:

Time	Section	Overview of teaching technique
60 min	Meeting Ethical Guidelines	Mini lecture Partner Small group to large group Assignment
25 minutes	Mandated reporting	Large group Pair share
10 minute break		
75 min	Ethical dilemmas	Mini lecture Partner Large Group Scenarios
10 minutes	D. Closing and action planning	Individual reflection

Session Materials

- Code of Ethical Conduct and Statement of Commitment (2011.) NAEYC.
  http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20St
  atement2011_09202013update.pdf
- Code of Ethical Conduct Supplement for Early Childhood Adult Educators (2004.)
  National Association for the Education of Young Children (NAEYC).
  https://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf
- International Coaching Federation Code of Ethics for Coaches
  http://coachfederation.org/files/About/ICF%20Code%20of%20Ethics%20July%202015.p
  df

You work in a small, rural community. You have been asked to mentor a family child care provider that serves children of all ages infant through school-age. One day you arrive and you see that there is an additional baby being cared for who is not part of the provider's ratio. You ask the provider about her ratio and she says "My best friend had a family emergency and asked me to keep her infant today while she goes out of town. It's fine with my other families." You are in her program to help her work on improving program quality. How do you respond? Justify your responses.

You are assigned as coach to a teacher in the infant room of a large center. She is getting coaching based on a new infant and toddler project in your state. She has revealed to you in your conversations with her that her director is making her feel uncomfortable at times because she wants to know everything she discusses with you (the coach) especially concerning the center.   The infant teacher has told you that she thinks there are some licensing violations at times but she is afraid to confront the director. What do you say? Justify your response.

You have been asked to provide literacy coaching at a Head Start center in your community. When you arrive to do an initial greeting of the staff, you discover that the teacher being assigned to you for coaching is a former co-worker in another organization. You were close friends with this person and often spent time outside of work together. You are wondering if you can be objective in your work as coach with her. What do you do? Look to the ethics documents for support.

You are providing accreditation consultation to a suburban child care center. One day when you arrive to talk to the director, you notice that a preschool child is sitting by himself in a carseat making a repetitive action over and over. You know from other visits that the child is on the autism spectrum. No staff are near the child and no other children engage with him for more than twenty minutes. He is also close to an exit door. Not only is the situation dangerous but it is also exclusionary and isolating. What should you about the situation? Use the code of ethics to guide your response.

Session 3 – Assignment to Be Completed by Session 4

Complete the Reflection on Culturally Informed Coaching Principles which may be found at: https://depts.washington.edu/cqel/PDFs/EA_coach_framework.pdf pp. 36-38 "Culturally Informed Coaching Principles."

Bring your completed reflection to our next session.

Session: 3 Ethical Practices
Minnesota Credential for Relationship-Based Professional Development Specialists

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OBJECTIVES

- Describe codes of ethical conduct and standards
- Analyze RBPD mandated reporter role and applications
- Apply codes of ethics to ethical dilemmas

Core values

Commitments held by a profession
- consciously embraced as making a contribution to society.
- differ from personal values

(NAEYC, 2011).

Ethics involves:

- study of right and wrong, or duty and obligation
- critical reflection on morality
- the ability to make choices between values
- examination of moral dimensions of relationships

NAEYC 2005

ICF Code of Ethics

1. Professional conduct at large
2. Conflicts of Interest
3. Professional Conduct with Clients
4. Confidentiality/Privacy
5. Continuing Development

Analyzing an ethical dilemma
(Adapted from Feeney & Freeman, 2016)

- Identify the (two) conflicting ethical responsibilities
- Brainstorm possible solutions (use ethical guidelines)
- Evaluate the possibility of a "both/and" resolution

Professional Boundaries

"..mark the difference between your responsibility/role and someone else's responsibility/role.

..identify lines you should not cross with others.

..identify lines you will not allow others to cross with you."

(Early Head Start National Resource Center. (2015.) Audio conference: Professional Boundaries in Work with Expectant Families and Infants, Toddlers, and Their Families.)

Boundary challenges

- PRIVACY/CONFIDENTIALITY
- POWER & HIERARCHY
- DUAL RELATIONSHIPS
- INSERTION INTO THE SYSTEM
- KNOWLEDGE BASE
- "PROFESSIONAL USE OF SELF"
- SPACE & TIME
- CULTURE

Vicki Hawley, presentation, 2005

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Session 4	**Participant Guide** **Minnesota RBPD Credential** Professionalism: Equity and Cultural Competence
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 4 Overview

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, CDA Content

Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area V: Historical and Contemporary Development of Early Childhood Education 1 hour
Content Area VI: Professionalism 2 hours

RBPD KFC:
I. Professional and ethical practices

CDA Content Area: Professionalism

Learning Objectives:

Objective 1: Identify strategies to promote culturally responsive RBPD and address implicit bias
Objective 2: Analyze case studies and apply the strategies

Session 4 Overview of sections:

Time	Section	Overview of teaching technique
20 minutes	Reflecting on practice and link to ethics	Small group to large group
40 minutes	Self-awareness, reciprocity and cultural humility	Pair conversations Self reflection Large group discussion
10 minute break		
45 minutes	Cultural competence and addressing bias	Partner/Large group
60 minutes	Application	Mini Lecture Scenario/Case Studies Report back and discussion
15 minutes	Closing and action planning	Reflection

Section A: Pertinent ethical ideals or principles (from the NAEYC Code of Ethical Conduct Supplement for Early Childhood Adult Educators)
Copy each one onto a separate sheet of colored paper (or cut the sheet so each is on its own piece of paper) and distribute to different tables

I–1.6 To fairly and equitably assess what adult students know and are able to do

I–1.4 To present controversial material fairly, acknowledging the validity of contrasting perspectives and, when appropriate, identifying our own biases.

I–1.7 To ensure that our programs serve diverse adult learners (including diversity in language, culture, race/ ethnicity, and social class).

I–5.2 To provide a diverse workforce that reflects the linguistic, racial/ethnic, cultural, and socioeconomic backgrounds of the children served in early childhood programs and their communities.

I–5.3 To speak out against practices that are unjust or harmful to young children and their families.

I–6.2 To prepare students to work successfully in and to respect the culture of the communities in which they are placed.

P–1.1 We shall provide learning experiences that are consistent with the best practices for adult learners and that match the needs, learning styles, cultures, and stages of development of adult learners.

Project Implicit: https://implicit.harvard.edu/implicit/
If you want to check on your personal biases, click on the "Social Attitudes" survey ("your implicit associations about race, gender, sexual orientation, and other topics") or the "Mental Health" survey (attitudes toward different mental health related issues such as addiction, anxiety, etc., termed "Mental Health"). No identifying information is collected and you will get a report sent to you. Remember, as human beings we all have biases. What is important is what we do about it once we are aware of a bias we may have.

Session 4 Case Studies: Section D

Reflection and planning sheet

For each case study, consider the following questions:
Self-awareness: what are the potential "hot spots" (strong feelings or beliefs) or "blind spots" (biases or lack of knowledge) for me in this situation?

Try taking another perspective: what might this mean for the other person? How might they be feeling?

How do you begin to build trust? (look at the strategies we have discussed for ideas)

Consider these strategies:

Conversations that are reciprocal (equal give and take) where I exercise cultural humility	Cultural competence: asking how I can be responsive to: Beliefs Interpersonal styles Attitudes Language Behaviors	Addressing bias: Begin with self awareness Practice *perspective taking* Exposure to images that counter stereotypes Engage in opportunities for dialogue

Case studies

You are a coach hired by the director of a childcare center to work with a new teacher who has struggled with several behavioral challenges in her classroom. She is African American and about 2/3rds of her classroom are also African American. (You are not African American.) She does not have a B.A. in early childhood but has completed her CDA. You know from the Director that the teacher is eager for help but has had negative experiences with a similar coaching situation in the past. She is wary of you.

You are asked to coach a Somali family childcare provider who is working on her quality rating. You do not share the same ethnic culture as her but you have experience in family childcare. Her English language skills are limited but you did not know this going into the coaching situation. You see in your first meeting that she is hesitant to open up to you about her program.

You have recently begun coaching for an organization whose goals are to increase quality and retention of child care providers in your rural area. You have been given a caseload of seven providers who are currently working on their quality rating. Some of the providers are enrolled members in the neighboring tribe. A couple of those providers are elders in their community who are very traditional. While you have been working in the field for a while, you are younger than most of the providers. You know that there is some suspicion about new programs and regulations in your community.

You are a Head Start coach who has just started working providing CLASS coaching with a classroom teaching team in an urban setting. The lead teacher is white and the assistant teacher is Hmong. They have been teaching together for several years and seem to enjoy working together. The first time you met with them, they said they were worried about their scores in Behavior Management. They complained about having too many boys, saying that having more boys always means having behavior problems. You notice that most of the boys in their classroom are children of color.

Session 4 – Assignment to Be Completed by Session 5

Interview 2 adults (if at all possible, they should be early childhood educators who work with children) about learning by asking them the following questions:
- o When you want to learn something new, for example a new teaching strategy (for non-educators it could just be learning to do something new), how do you prefer to learn about it?
- o What is challenging about learning something new?
- o How do you determine when/how you have been successful in learning the new way of doing something?

[Note: it is okay to ask people to give you more information or prompt them with some questions if their responses are single words, for example. "Tell me more…could you share an example? How does that work for you?" Might be a few prompts.]

Write down 2-3 things that the two people had in common or which were very different approaches to the same question, and one aha! you gained from the interviews.

Session 4 Professionalism, Equity & Cultural Competence
Minnesota Credential for Relationship-Based Professional Development Specialists

OBJECTIVES
- Identify strategies to promote culturally responsive RBPD and address implicit bias
- Analyze case studies and apply the strategies

CULTURE is...
- More than a collection of artifacts and holidays
- Values
- Attitudes
- Beliefs
- Rules for behavior
- A way to organize and give meaning to the world

--Carol Brunson Day

Cultural humility
- **Self-Awareness** You cannot be an expert on how others experience their own culture
- **Avoid assumptions**
- **Perspective-taking**

Addressing implicit bias
- Exposure to images that counter stereotypes
- Engage in opportunities for dialogue

Case studies
- **Self-awareness**: what are your own beliefs and practices? Are there any potential "hot spots" (biases) or "blind spots" (lack of knowledge or self-awareness)?
- **Try taking another perspective**: what might this mean for the other person? How might they be feeling?
- **How do you begin to build trust**? (look at the strategies we have discussed for ideas)

33

NOTES

Session 5	**Participant Guide**
	Minnesota RBPD Credential
	Adult Learning: Theory and Learner Characteristics
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 5 Overview

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas

Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area VI: Professionalism

RBPD KCF:
II. Adult learning principles

CDA Content Area: Professionalism

Learning Objectives:

Objective 1: Identify key characteristics of adult learners
Objective 2: Apply adult learning theories to RBPD practice

Session 5 Overview of Sections:

Time (for each section)	Section Overview – Key Concepts	Overview of training technique
15 minutes	Reflection on homework	• Small group shared reflections, theme analysis
60 Minutes	Adult learning theories	• Mini lecture • Small group work • Report back
10 minute break		
45 Minutes	Characteristics of adult learners walkabout	• Walkabout • Large group report back
30 minutes	Balancing direction and reflection	• Mini lecture • Video clip analysis • Small group discussion
25 minutes	Setting goals with adult learners	• Individual reflection • Large group
5 minutes	Closing and homework	• Large group

Adult Learning Theory Worksheet:
1. What might the theory make you pay attention to as you plan and set goals with your RBPD partner? Implement and observe? Give feedback and reflect?

2. What might this theory tell you about the RPBD partner's possible expectations of you during the process? (for example, if a person is in the instrumental stage, what might they expect you to do? Or if some has different repertoire of learning skills than you?)

3. What might the theory tell you about the types and style of communication you might use?

Balancing Reflection and Direction

From: Three ways that literacy coaches balance responsive and directive relationships with teachers

The research article noted three areas where coaches found they could most easily balance being directive with being responsive:

1. When they made a conscious effort to balance the two in individual coaching conversations (leaning on the side of being responsive while being directive when a nudge might be needed, for example)- an interesting note, they found this easier in one to one coaching and found themselves being less responsive in group coaching situations
2. Using forms and protocols: the form or protocol then provided the "directive" approach and the coaches could focus on a responsive interaction with the person they coached while still following the structure supplied by the form or protocol.
3. Letting other people take the lead, for example having a teacher take the meeting facilitator role during a meeting where teachers share strategies they are trying. The coach then could insert more reflective questions and be less directive about the agenda, etc.

While the examples in the study were teacher focused, you could easily apply these ideas in coaching in family child care as well. For #3, the provider could take the lead in some of the meetings with the RBPD provider once the relationship was established.

The study:
Ippolito, J. (2010). Three ways that literacy coaches balance responsive and directive relationships with teachers. *The Elementary School Journal*, *111*(1), 164-190.
http://www.ernweb.com/educational-research-articles/3-strategies-coaches-use-directive-well-supportive-teachers/

Session 5 – Assignment to Be Completed by Session 6

Read the article: "Stages of Teacher Development" by Lillian Katz http://ecap.crc.uiuc.edu/pubs/katz-dev-stages/index.html#f1 . Write out two key characteristics of each stage and describe how that information would be useful in RBPD.

Just a note: though the author uses the term "teacher" these stages can apply to early childhood practitioners who work with children in a variety of settings.
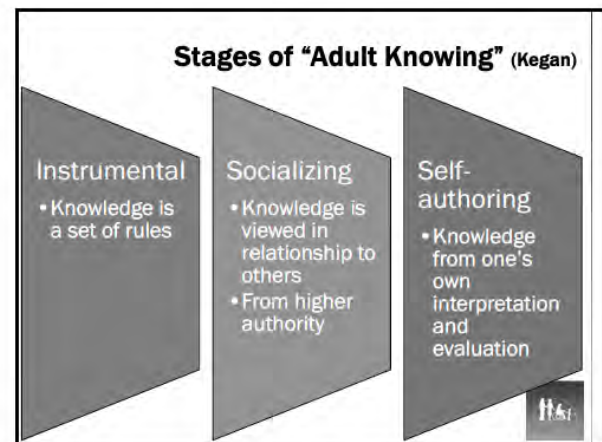
Session 5: Adult Learning Theory and Learner Characteristics
Minnesota Credential for Relationship-Based Professional Development Specialists

OBJECTIVES

- Identify key characteristics of adult learners
- Apply adult learning theories to RBPD practice

Experiential Learning Cycle (Kolb)

Experience
Observe reflect
Learning spiral based in experience
Apply test
Think analyze

RBPD Cycle

Feedback & reflection
Planning & goal setting
Implementation & observation

Cultural Repertoires (Rogoff)

Responsive to context
Growing/changing
With a history
Rooted in culture & community
Observed & practiced in daily life
Familiar ways of learning

Stages of "Adult Knowing" (Kegan)

Instrumental
- Knowledge is a set of rules

Socializing
- Knowledge is viewed in relationship to others
- From higher authority

Self-authoring
- Knowledge from one's own interpretation and evaluation

Stages of Preschool Teacher Development (Katz)

Survival
- Job embedded
- Concrete strategies

Conso-lidation
- Job embedded
- Individual-izing

Renewal
- Conference networking
- Experiment ation

Maturity
- Leadership courses
- Deeper study

Adult Learners
- Self-directed
- Learn experientially
- Approach learning as problem solving
- Personal experiences inform their knowledge base
- Learning must be of value and relevant
- Goal oriented
- Have different ways of learning

NOTES

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	Participant Guide
Session 6	**Minnesota RBPD Credential** Adult Learning: Motivating Change
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 6 Overview_____

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas

Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area VI: Professionalism

RBPD KCF Content Areas:
II.   Adult learning principles

CDA Content Area: Professionalism

Learning Objectives:

Objective 1: Analyze scenarios to identify stages of change
Objective 2: Practice techniques used in Motivational Interviewing
Objective 3: Apply Motivational Interviewing techniques in a coaching scenario

Session 6 Overview of sections:

Time	Section	Overview of teaching technique
15 minutes	Reflection on practice	Pair and share Large group summary
40 minutes	B. Identifying stages of change	Mini-lecture and large group discussion Small group scenario analysis Large group report back
60 minutes	B. Motivational Interviewing process	Mini-lecture Pair share reflections and application activities
15 minutes	C. Dealing with Resistance	Mini lecture Brainstorm Large group discussion
40 minutes	D. Practicing MI techniques	Role play in small groups Report back
10 minutes	E. Closing and homework	Large group discussion

Stages of Change Scenarios

Case study 1: You are working with a teacher who has been in the field for 20 years. She is confident in her work. When you do talk to her about how she uses the curriculum she says, "Oh, we got a new one last year and some training but basically I pretty much do what I've always done. I've been at this long enough that I know things come and go."

Stages of Change Case Study

Case study 2: You are working with a new teacher and are talking about how behavior has meaning and that learning what message the child is trying to communicate is a helpful way to figure out what the child needs. She says, "I think he needs more attention. I've been trying to give him a thumbs up or go by and talk to him more often because it seems like he is less likely to have a blow up when I do that. But another teacher said he's just trying to get your attention and you are rewarding his bad behavior. I'm not sure what to think or do."
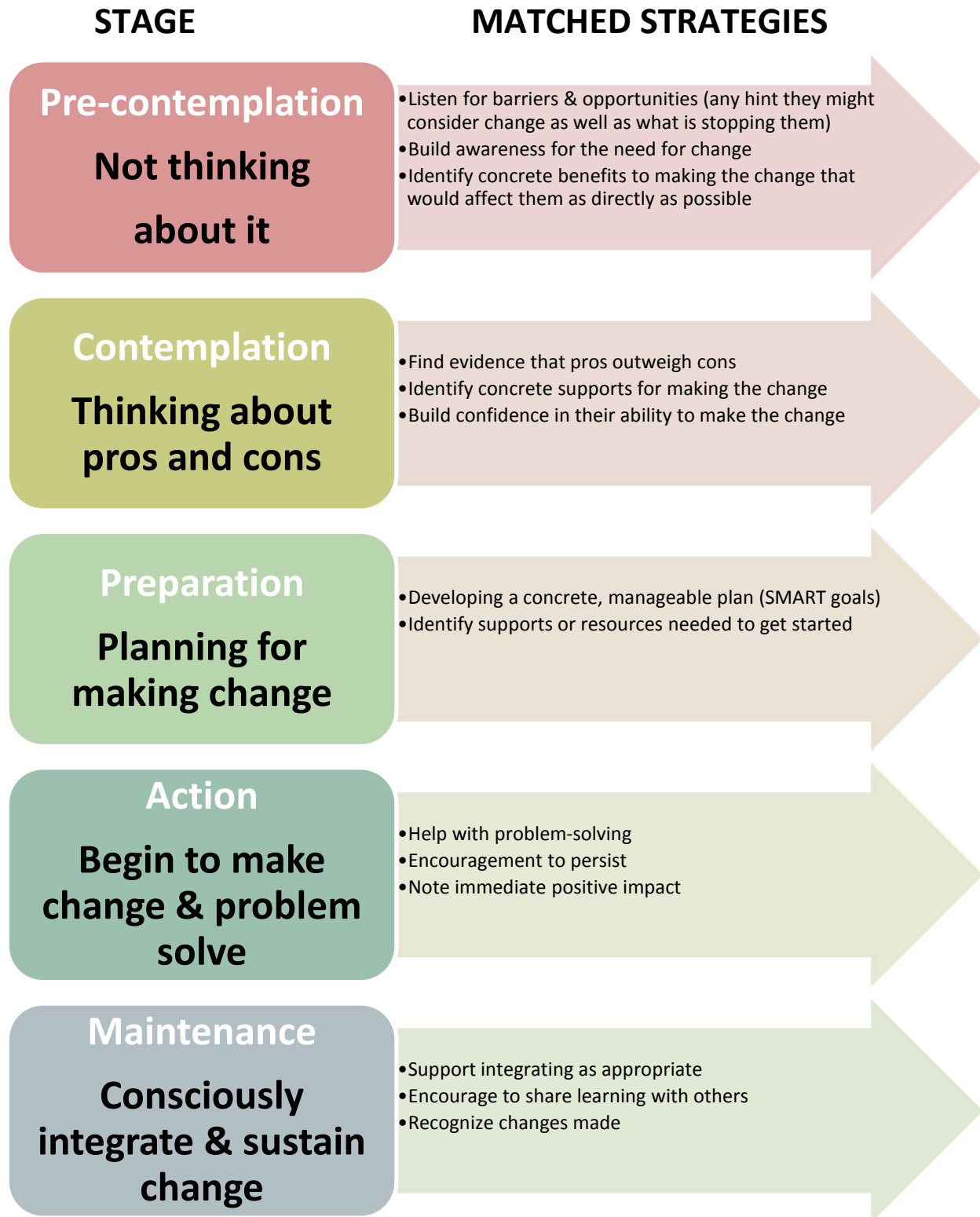
Stages of Change Case Study

Case study 3: Timothy is a provider you have been coaching in supporting children's language development. When you talk to him about using self and parallel talk, he says, "I feel like a weirdo when I just talk about what a child is doing and we aren't in a conversation or anything."

Stages of Change Case Study

Case study 4: Mai, a family child care provider, has been working on giving clearer directions during transitions in order to shorten them and have less chaos. She is happy with the way clean-up has been going but wants to work on the transition to outdoors. Winter is coming on and she's trying to figure out how to set up the transition getting on winter outdoor gear. This goal might be challenging since some of the children are able to zip and others are not.

Transtheoretical Model of Change
(Prochaska & DiClemente, 1984; Peterson & Cairns, 2012)

STAGE

MATCHED STRATEGIES

Pre-contemplation

Not thinking about it

- Listen for barriers & opportunities (any hint they might consider change as well as what is stopping them)
- Build awareness for the need for change
- Identify concrete benefits to making the change that would affect them as directly as possible

Contemplation

Thinking about pros and cons

- Find evidence that pros outweigh cons
- Identify concrete supports for making the change
- Build confidence in their ability to make the change

Preparation

Planning for making change

- Developing a concrete, manageable plan (SMART goals)
- Identify supports or resources needed to get started

Action

Begin to make change & problem solve

- Help with problem-solving
- Encouragement to persist
- Note immediate positive impact

Maintenance

Consciously integrate & sustain change

- Support integrating as appropriate
- Encourage to share learning with others
- Recognize changes made

Decisional Balance Worksheet

Possible change:

_____

_____

_____

	Pros	Cons
Not changing: Staying the same		
Making a change		

This worksheet can help providers consider all sides of a possible change in a visual and complete way. It can also be helpful during the change to look back and remember why the

The change I want to make:

Why I want to make this change:

How I am going to make this change (steps):

How others can help me make this change:

How I will know if the change is happening:

Roadblocks that could obstruct the change from happening:

Session 6 – Assignment to Be Completed by Session 7

Choose two Motivational Interview techniques to try between now and our next session. Write up what you tried and what happened. Bring your notes to class.
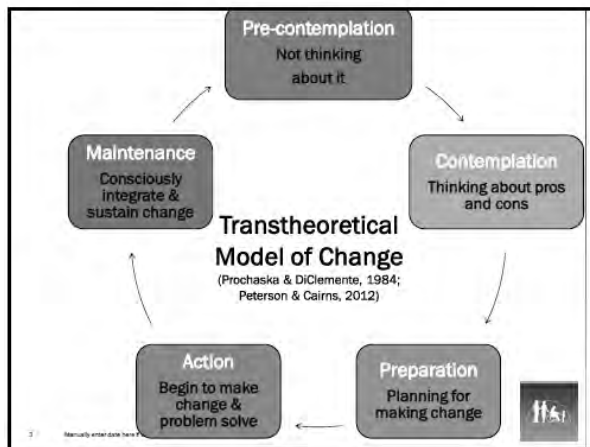
Session 6 Power Point

Minnesota Credential for Relationship-Based Professional Development Specialists: Motivating Change

OBJECTIVES

- Analyze scenarios to identify stages of change
- Practice Motivational Interviewing techniques
- Apply Motivational Interviewing techniques to a coaching scenario

Transtheoretical Model of Change
(Prochaska & DiClemente, 1984; Peterson & Cairns, 2012)

Pre-contemplation — Not thinking about it

Contemplation — Thinking about pros and cons

Preparation — Planning for making change

Action — Begin to make change & problem solve

Maintenance — Consciously integrate & sustain change

What is Motivational Interviewing?

A collaborative, person-centered form of guiding to invite and strengthen motivation to change.

Processes of Motivational Interviewing

Plan

Evoke

Focus

Engage

O.A.R.S.

Open-ended questions

Affirmations

Reflections

Summaries

Change Talk

- **D**esire (I want/wish)
- **A**bility (I can/have/could)
- **R**easons
- **N**eed
- **C**ommitment (I will/I plan to)

Roll with resistance

1. Expect it
   - Recognize how it impacts you, but don't react
   - Take a deep breath
2. Use reflections and clarification
3. Remain non-judgmental
4. Don't argue against it – "roll with it"
5. Emphasize the person's ability to choose

NOTES

Session 7	**Participant Guide**
	Minnesota RBPD Credential
	Adult Learning: Using Reflection to Promote Growth
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 7 Overview

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas

Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area VI: Professionalism

RBPD KCF Content Areas:
II. Adult learning principles

CDA Content Area: Professionalism

Learning Objectives:

Objective 1: Participants will examine reflective processes to promote self-awareness
Objective 2: Participants will examine tools that promote reflection, reflective processes, and self-awareness in practitioners
Objective 3: Participants will learn about "emotional labor" and explore self-care strategies address it

Session 7 Overview of Sections:

Time (for each section)	Section Overview – Key Concepts	Overview of training technique
15 minutes	Reflection on homework	Large group review of concepts
40 minutes	Why reflection?	Mini-Lecture Individual reflection Pair/share
30 minutes	Components of reflection	Mini-Lecture Activities
10 minute break		
40 minutes	Practice using reflective questions	Mini-Lecture Activities
30 minutes	"Emotional labor" and self care	Mini-Lecture Activities
10 minutes	Closing summary and homework	Homework

Directive vs Reflective (Handout courtesy of CEED)

Directive vs. Reflective	
Directive	**Reflective**
Expert model" sets up and maintains unequal power without exploring interactions & intentions	Facilitates introspection via non-directive analysis: examining one's own actions and interactions
A one-way interchange between one with knowledge and skills and other	An interactive process of observation, reflection and action
Externally generated solutions	Internally generated solutions - the possibility of reaching a better solution than any of the original solutions
The same solutions are applied in each similar situation	Fosters the ability to self-assess and generalize effective actions to other situations

Reflective Questions You Can Use (Handout courtesy of CEED)

Feelings & perspectives:

What is it like to be this child?

How did I feel during this interaction?

What is the meaning of this behavior?

How do I feel about this child?

What kind of help does this child need?

Why might I feel this way about this child?

What does this child's reaction mean?

What may have happened to this ch

Why might this child have reacted that way?

Reflective questions for when things are hard (FROM BEAM TRAINING 2015-2016)

What happened today? *(with a child, with a peer, with a supervisor, with a parent)*

How did it make me feel? *(irritated, frustrated, mad, disrespected, invisible, incompetent)*

Where did I feel it inside my body? *(Tightness in chest? Stomach ache? Clenched teeth? Lump in throat?)*

In a pretend world, what do I wish I could have said and done?

Where might those feelings come from?

What am I worried might happen? Why?

How might it have felt to be (the child, peer, supervisor, parent)?

What might have been going on for him or her?

Why might that person have acted that way/said those things?

What would make my mind and body feel better?

What could I do next time I start to feel this way?

How can I use what I am thinking about and feeling as "important data" and information about this person and myself?

CASE tools

A Framework for Reflective Questioning When Using a Coaching Interaction Style

his or her own practices are consistent with evidence-based practices.

Dathan D. Rush M'Lisa
L. Shelden Melinda
Raab

This *CASE*tool describes the development and use of the *Framework for Reflective Questioning* for assisting individuals us- ing a coaching style of interaction or adult learning in promoting reflection on the part of another person when using a capacity- building approach. The framework is used to guide the coach in the type and content of reflective questions to ask when assist- ing another person in reflecting on his or her past, current, and/or future actions. A coach can use the framework for promot- ing the reflection of a parent, caregiver, or colleague as well as for self-reflection to assess how

Introduction

This *CASE*tool includes a description of the development and use of the *Framework for Reflective Ques- tioning*. The framework is useful for assisting coaches in promoting reflection on the part of another person when using a capacity-building approach in early childhood in- tervention. This article includes an overview of reflection as a component of capacity-building and a characteristic of coaching practices, a description of the framework for reflective questioning, and an explanation of how to use the framework. *CASE*inPoint documents on capacity-building and coaching practices provide more in-depth information on the evidence to support this practice and a more detailed description of the characteristics and indicators of those practices (Rush & Shelden, 2005a; Wilson, Holbert, & Sexton, 2006). *CASE*makers list ad- ditional references related to the characteristics and con- sequences of capacity-building and coaching practices (Rush & Shelden, 2005b; Wilson, 2005).

reflection as a component of a capacity-Building process

Reflection is a means of coming to a deeper under-standing of what a person already knows/is doing and/or what modifications or new knowledge/skills might be necessary in current and future situations to obtain a desired outcome. Reflection and active participation/en- gagement on the part of the person being coached are used to strengthen that person's competence related to what he/she knows to do, and build upon current knowledge or skills to acquire new ideas and actions. As a result, the person's confidence is enhanced. This enhanced con- fidence causes the

well as try new iterations and evaluate the effectiveness of these actions. The more the person's capacity has been built (i.e., increased confidence and competence), the bet- ter the person becomes at more independently achieving his/her desired outcomes now and in the future. The ben- efits of a capacity-building process are acquisition and use of new knowledge and skills as well as self-attribu- tion related to his/her role in realizing the intended effects (Wilson, Holbert, & Sexton, 2006). The role of a coach is to mobilize experiences, interactions, and opportunities in conjunction with mediating the person's deeper under- standing of what is or could be working in order to reach the end goal. This process is consistent with the literature on adult learning by (1) starting with what the person al- ready knows or is doing related to his/her identified pri- orities, (2) building upon existing knowledge and skills,
(3) applying the new information and strategies in mean- ingful contexts, and then (4) evaluating the effectiveness of his/her actions and generating alternative approaches (Bransford et al., 2000).

coaching practices

Coaching is an adult learning strategy that is used to build the capacity of a parent, caregiver, or colleague to improve existing abilities, develop new skills, and gain a deeper understanding of his or her practices for use in current and future situations (Hanft, Rush, & Shelden, 2004; Rush & Shelden, 2005a; Rush, Shelden, & Hanft, 2003). Effective helpgiving includes both participatory (i.e., responsive supports by the helpgiver that promote active involvement by the help receiver in decision-mak- ing) and relational (i.e., good interpersonal skills and as- set-based beliefs about families by the helpgiver) compo- nents, which combined result in family-centered practices (Dunst & Trivette, 1996; Dunst, Trivette, & LaPointe, 1992; Rappaport, 1981; Trivette & Dunst, 1998). In early childhood, coaching may be conceptualized as a particu- lar type of helpgiving practice within a capacity building model to support people in using existing abilities and developing new skills to attain desired child and family outcomes. As part of early childhood practices, coaching promotes self-reflection and refinement by the person be- ing coached on his or her current knowledge and skills. The intended outcome of coaching is competence and mastery of desired skills of the person

receiving coaching (Doyle, 1999; Hanft, Rush, & Shelden; Rush, Shelden, & Hanft).

In early childhood intervention programs, coaching builds the capacity of family members to promote the child's learning and development. The key people in a

child's life gain competence when a coach supports them in blending new or existing knowledge, skills, and ex- perience to interact with a child in everyday situations, and then assess and perhaps improve upon the results. Early childhood practitioners who use coaching facili- tate an interactive information discovery and sharing process based on the parent's intentions and current level of knowledge and skills necessary to promote the child's participation in family, community, and early childhood settings (Bruder & Dunst, 1999; Hanft, Rush, & Shelden, 2004).

The characteristics of an effective coaching process as found in the research literature are: (1) joint planning, (2) observation, (3) action/practice, (4) reflection, and (5) feedback (Rush & Shelden, 2005a). Joint planning occurs as a part of all coaching conversations, which typically in- volves discussion of what the person receiving coaching supports (i.e., parent, colleague, care provider) intends to do between coaching interactions to use the information discussed or skills that were practiced. Observation gen- erally refers to opportunities when: (a) the coach directly observes an action on the part of the person being coached, which then provides an opportunity for later reflection and discussion, or (b) the person receiving coaching observes modeling by the coach during which the coach may build upon what the person receiving

coaching is already doing and demonstrate additional strategies. After modeling oc- curs, the coach and person being coached discuss how the example matches the intent of the person being coached and/or what research informs us about the coaching topic. The characteristic of action provides opportunities for the person being coached to use the information discussed with the coach or practice newly learned skills during or between coaching interactions. Reflection follows an observation or action and provides the person receiving coaching supports with an opportunity to analyze cur- rent strategies and refine his/her knowledge and skills. Feedback occurs after the person being coached has the opportunity to reflect on his/her observations, actions, or opportunity to practice new skills. As part of feedback, the coach may affirm the other person's reflections and/or add information to deepen his/her understanding of the topic being discussed.

reflection as a characteristic of coaching practices

The coaching characteristic of reflection differenti- ates the coaching process from basic problem-solving approaches used by practitioners, parents, and other care- givers or a consultative model in which the consultant

asks questions to learn and decide what information he or she can then share with the consultee. Within a coaching approach, reflection is the analysis of existing strategies to determine how the strategies are consistent with evidence- based practices and may need to be implemented without change or modified to obtain the intended outcome(s). Schon (1983, 1987) defines three types of reflection: re- flection *in* action, reflection *on* action, and reflection *for* action. The purpose of reflection is to build the capacity of another person in such a way as to promote ongoing self-assessment, planning, and knowledge/skill acquisi- tion by teaching the person receiving coaching supports to be aware of, continually examine, and refine his or her current practices and behavior (Gallacher, 1997; Gilker- son, 2004). When operationalizing the coaching charac- teristic of reflection, the coach supports the person being coached in building upon what he/she already knows, is doing, has tried, and thinks about within the context of a specific situation as well as generalized to other situa- tions and circumstances. Through a process of reflective questioning and feedback the coach promotes the other person's ability to analyze existing strategies and develop alternatives to build upon current strengths and address identified priorities leading to a plan for action.

the framework for reflective Questioning

The capacity-building model and reflection as a characteristic of a coaching interaction style for support- ing families and colleagues as part of early childhood intervention (Hanft, Rush, & Shelden, 2004; Rush, Shel- den, & Hanft, 2003; Wilson, Holbert, & Sexton, 2006) were used to conceptualize the *Framework for Reflective Questioning.* The four types of reflective questions and types of content were developed based on a review of the literature on capacity-building, coaching, and reflection (Costa & Garmston, 1994; Kinlaw, 1999; Rush, 2004; Schon, 1987; Whitmore, 1996). A pool of questions was identified by a task group of individuals at the Family, Infant and Preschool Program that was examining how coaching could be used to support parents and practitio- ners in the use of natural learning environment practices. The task group reviewed each question for relevance and to ensure it was stated broadly enough to be used in mul- tiple coaching

contexts. Additionally, the task group or- ganized the questions by type and content. Once in a draft format, the framework was then used by the task group members as part of their coaching interactions with fami- lies. Feedback was used to make changes and additions to

questions on the framework. The *Framework for Reflec- tive Questioning* and instructions for use are included in the Appendix.

The framework consists of four different types of open-ended reflective questions: awareness, analysis, alternatives, and action. *Awareness* questions are used to promote the understanding of what the person being coached already knows or is doing, and how effective the current strategies are (e.g., What have you tried?). Awareness questions may be used initially by the coach to clarify the situation or issue for both the coach and per-son receiving coaching supports. *Analysis* questions are asked to support the other person in examining how what is currently happening matches what he or she wants to have happen, what we know about child development, and/or evidence-based practices (e.g., How does that compare to what you would like to have happen?). *Alter- natives* questions are used to provide the person receiv- ing coaching with an opportunity to consider a variety of possible options to obtain the desired results (What are all the possible options to consider?). *Action* questions assist in developing the joint plan of what the coach and parent, caregiver, or colleague are going to do between coaching interactions as a result of the current conversation (e.g., Who is going to do what

before the next time we meet?). Reflective questions pertain to four different types of content: knowledge/understanding, practice, outcomes, and evaluation. Reflective questions related to *knowledge* and *understanding* are used to assist the person being coached in identifying what he or she currently knows about a particular topic. Questions containing content that focuses on *practice* helps the person explore actually what he or she is doing or has done in the particular situa- tion. Questions about *outcomes* cause the person to think about current or intended results. Reflective questions with content based on *evaluation* ask the person receiv- ing coaching supports to make judgments about the use- fulness of opportunities to recognize what he/she already knows or is doing as well as new skills and knowledge he/she desires to learn.

The *Framework for Reflective Questioning* is not de-signed for use in a linear method. Rather, the questions may be used as they would naturally occur in a conversa-tion and are highly dependent on the questions or com-ments made by the person receiving coaching supports. During a coaching conversation, the coach generally uses knowledge, practice, and outcomes questions as part of the variety of reflective questions that may be used in a given conversation. A goal of the coach is always to assist the other person in developing a plan for action before

the conclusion of the coaching conversation. While the framework is a guide to the coach for the types of questions to use to promote the other person's reflection, the questions that may be asked during a coaching interaction are not limited to only the questions on the framework. Additional questions used during a coaching conversa- tion can be modeled after questions on the framework based on the intent (type) and content of the question. The majority of questions asked should be analysis and action, and should be open-ended rather than a question requiring only a yes or no response.

use of the framework

Most early childhood practitioners are very familiar with working closely with parents and other care providers of the children enrolled in their programs. The *Framework for Reflective Questioning* is a tool designed to help prepare the coach to streamline the conversation and maximize the potential for building the capacity of the person being coached. This tool assists coaches in having heightened awareness of the types of reflective questions he/she uses as the coach.

The *Framework for Reflective Questioning* may be used in a number of ways. First, the framework may assist an early childhood practitioner or other professional with learning how to use a coaching interaction style (i.e., ask a variety of questions, avoid using closed-ended yes/no questions, ask as few questions as necessary) (see Rush & Shelden, 2008). Second, more experienced coaches may use the framework in preparation for a coaching interaction with a parent, caregiver, or colleague. In this way, the coach can remind himself or herself with a variety of questions or question-stems that may be useful during the conversation. Third, the framework may be used by a person in a coaching role following a coaching interac- tion to assess and reflect on the types and content of ques- tions asked that promoted parent reflection on his/her knowledge and skills as well as the link between his/her own actions and the desired outcomes. Coaches can then use their own reflections to identify changes they might make to strengthen their reflective questioning skills and to ensure their practices are consistent with the coach- ing characteristic of reflection. Fourth, the *Framework for Reflective Questioning* may be used by supervisors or peers following observation of a coaching interaction or

discussion of a particular situation to assist another person to reflect on his or her use of reflective questioning or coaching practices in general. The supervisor or peer can use the framework as a guide for helping another per-

son reflect on his/her practices against program practice standards or providing feedback related to an observa- tion. Follow-up discussion then assists the supervisee or peer in identifying a plan for changes that would make his or her practices more consistent with the use of the characteristics of a coaching interaction style.

conclusion

The *Framework for Reflective Questioning* can assist coaches in promoting reflection on the part of the person being coached when using a capacity-building approach and coaching interaction style with parents or colleagues. The framework consists of four different types of open- ended reflective questions: awareness, analysis, alterna- tives, and action. The types of questions may be related to content in four areas: knowledge/understanding, practice, outcomes, and evaluation. The framework may be used by both novice and seasoned coaches prior to or follow- ing a coaching interaction with a care provider as well as by supervisors, peers, and the coach himself/herself to reflect on his/her own coaching practices.

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Appendix

Framework for Reflective Questioning

Administration Procedure

The *Framework for Reflective Questioning* is used to assist coaches in promoting reflection on the part of an- other person when using a capacity-building process and a coaching style of interaction. The framework is used to guide the coach in the type and content of reflective ques- tions to ask when assisting the other person in reflecting on his or her practices. A coach can use the framework for promoting the reflection of a parent, caregiver, or colleague as well as for self-reflection to assess how his or her own practices are consistent with evidence-based practices and program practice standards.

The framework consists of four different types of open-ended reflective questions: awareness, analysis, alternatives, and action. *Awareness* questions are used to promote a person's understanding of what he or she knows or is doing, and how effective the current strate- gies are. *Analysis* questions are asked to support a person in examining how what is currently happening matches what he or she wants to have happen, what we know about child development, and/or evidence-based prac- tices and program standards. *Alternatives* questions are used to provide the other person with an opportunity to consider all of the options to obtain the desired results. *Action* questions assist in developing the joint plan of what the coach and person being coached are going to do between coaching interactions as a result of the current conversation.

Reflective questions pertain to four different types of content: knowledge and understanding, practice, out- comes, and evaluation. Reflective questions related to *knowledge and understanding* are used to assist the per- son being coached in identifying what he or she currently knows about a particular topic. Questions containing

content that focuses on *practice* helps the other person explore what he/she is actually doing or has done in a particular situation. Questions about *outcomes* cause the person being coached to think about current or intended results. Reflective questions with content based on *evalu- ation* ask the person being coached to make judgments about the effectiveness of the coaching process.

The *Framework for Reflective Questioning* is not de- signed for use in a linear method. Rather, the questions may be used as they would naturally occur in a conversa- tion and are highly dependent on the questions or com- ments made by the person receiving coaching supports. A goal of the coach is to assist the person being coached in developing a plan for action before the conclusion of the coaching conversation. While the framework is a guide to the coach for the types of questions to use to promote another person's reflection, the questions that may be asked during a coaching interaction are not limited only to the questions on the framework. Additional questions used during a coaching conversation can be modeled af- ter questions on the framework based on the intent (type) and content of the question.

The majority of questions asked should be analysis and action, and should be open-ended rather than a ques- tion requiring only a yes or no response. Closed-ended questions that require only a yes/no response should be reserved for situations when the coach needs to ask per- mission and/or avoid making an assumption. Persons using the framework should avoid embedding a sugges- tion in a question (e.g., What would happen if…? What about…? How about trying…? What do you think about trying…?) or using questions to try and get the person being coached to answer in the way the coach is thinking.

Framework for Reflective Questioning

Question Content

Knowledge/ Understanding (What you know)	What do you know about…? What is your current understanding of (topic, situation)? *Probes (e.g.,):* How did you come to believe this?	How does that compare to what you want to know about…? How is that consistent with (standards, evidence)…? What do you know now after trying…? How does that compare with what you originally thought?	How could you find out about…? What different things could you do to learn more about …? What are other ways to view this for next time?	How do you plan to learn more about…? What option do you choose? Why? How are you going to put that into place? *Probes(e.g.,):* What resources do you have? What supports will you need? Where will you get them?
Practice (What you did)	How are you currently doing…? Why? What kinds of things did you do (have you done so far)? Why? What kinds of things did you try? Why? What kinds of things are you learning to do? What did you do that worked well? *Probes(e.g.,):* What is the present situation in more detail? Where does that occur most often? When did you first notice this?	How is that consistent with what you intended to do (wanted to do)? Why? How is that consistent with standards? Why?	What else could you have done to make practice consistent with standards? Why? What would you do differently next time? How might you go about doing that? What different ways could you approach this? *Probes(e.g.,):* What would it take for you to be able to do…? What would you need to do personally in order to do…?	What do you plan to do? When will you do this? What option did you choose? *Probes(e.g.,):* What types of supports will you need? What resources do you have? What would it take for you to be able to do…? What would you need to do personally in order to do…?
Outcomes (What was the result)	How did that work for you? What happened when you did…? Why? How effective was it to do that? What did you achieve when you did that? What went well? *Probes(e.g.,):* How do you feel about that? What do you think about…? How much control do you have over the outcome?	How did you know you needed to do something else? How did that match (or was different from) what you expected (or wanted) to happen? Why? How do these outcomes compare to expected outcomes based on standards of practice? What *should* happen if you're really doing (practice)? What brought about that result? *Probes(e.g.,):* How do you feel about that? What do you think about…?	What else might happen when you do …? Why? What different things could you have done to get expected outcomes? What might make it work even better next time?	Which option could get the best result? What do you plan to do differently next time? *Probes(e.g.,):* What types of supports will you need? What resources do you have/need? Where will you get them?

Evaluation
(What about the process)

What opportunities were useful to you in achieving… (or in learning…)? In what way? How was it useful? Why?
What supports were most helpful?
What about the supports were most helpful?

How was that consistent with what you expected?

What other opportunities would be useful?

What opportunities do you want to access? How will you access those opportunities?

Probes (e.g.,):
What resources do you need? Where will you get them?

Session 7 – Assignment to Be Completed by Session 8

Read the article on this page and complete the communication styles self-assessment at:

http://blog.visme.co/the-4-communication-styles-quiz/

Write up a 2 to 3 paragraph reflection on the self-assessment and how your communication style may affect RBPD interactions.

Session 7 Fostering Adult Learning: Reflection

Minnesota Credential for Relationship-Based Professional Development Specialists

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OBJECTIVES

- Examine reflective processes to promote self-awareness
- Examine tools that promote reflection and self-awareness in practitioners
- Learn about emotional labor and explore self-care strategies

Manually enter date here if desired.

Components of Reflective Coaching

1. A reflective alliance
2. Perspective taking
3. Professional use of self
4. Parallel process
5. Reflective questions

Reflective Alliance

- Shared understanding of purpose
- Sharing power
- Sharing the emotional experience
- Exploring how the relationship is going
- Recognizing and learning from parallels to other relationships

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Perspective Taking

The ability to be aware of the
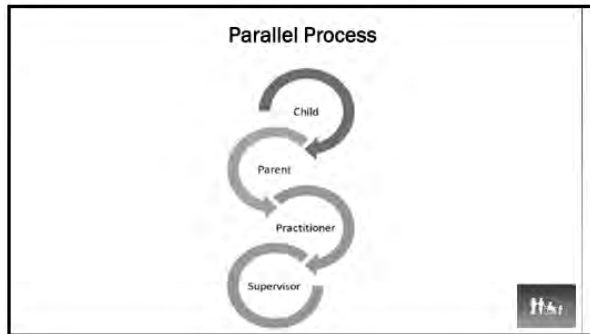
- experiences
- thoughts
- feelings

of *others* – and oneself!

Professional Use of Self explores:

•Perceptions	•Biases
•Motivations	• Influence of personal history
•Values	
•Beliefs	• Current context of the person receiving coaching
•Cultural background	

Parallel Process
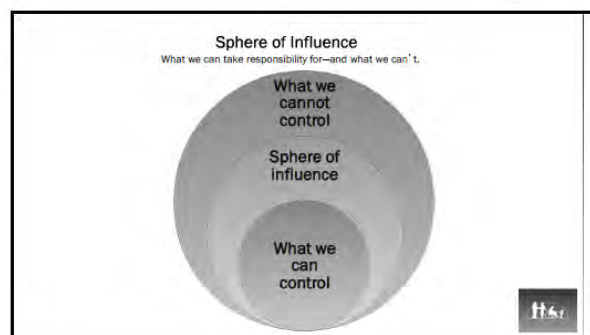
Child
Parent
Practitioner
Supervisor

Parallel Process.....

- Each relationship affects every other relationship.
- The RBPD relationship is a model for relationships between provider and peers, director, and children.

Emotional Labor

The process of managing feelings and expressions to fulfill the emotional requirements of a job

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Emotional Labor

Self care: In addition to reflective coaching....

- slowing down/pausing
- conscious breathing
- meditation
- seeking reflective support/perspective-taking from peers
- focusing on "being present"

Sphere of Influence
What we can take responsibility for—and what we can't.

What we cannot control

Sphere of influence

What we can control

By three methods we may learn wisdom: first, by reflection, which is noblest; second, by imitation, which is easiest; and third, by experience, which is the most bitter.

(Confucius, 551-479 BC)

NOTES

	Participant Guide
Session 8	**Minnesota RBPD Credential** Co-Creating Relationships: Communication
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 8 Overview

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Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas, Parent Aware Training Indicators

Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area VI: Professionalism

RBPD KCF Content Areas:
III. Co-creating relationships

CDA Content Area: Professionalism

Learning Objectives:

- Objective 1: Practice active listening skills and attending to non-verbal communication
- Objective 2: Develop and evaluate powerful questions to use in RBPD conversations
- Objective 3: Examine tools for direct communication

Session 8 Overview of Sections:

Time (for each section)	Section Overview – Key Concepts	Overview of training technique
10 minutes	A. Reflecting on homework	• Pair share
45 Minutes	B. Active listening	• Train tracks: Rotating pair share • Large group discussion • Brainstorm • Small group discussion
	10 Minute break	
45 minutes	C. Powerful questions	• Mini lecture • Scenario application • Individual reflection
50 minutes	D. Direct communication	• Each one teach one • Video clip analysis
20 minutes	E. Closing and action planning	• Brainstorm • Individual sentence completions

Powerful Questions handout: http://www.coactive.com/docs/resources/toolkit/pdfs/31-Powerful-Questions.pdf

Powerful Question Scenarios

Scenario 1: You have started coaching a teacher to help him improve his behavior management skills. The director mentioned that she had some concerns about teamwork among the staff in his classroom. This is your second meeting to attempt to identify a goal that he wants to work on. He seems uncertain about what goal to set, and keeps coming up with goals for the children rather than goals for himself. When you suggest looking at his lesson plan for a place to start, he says his co-worker writes all the lesson plans and he doesn't have any input into the weekly plans.

Scenario 2: You have been working with a family child care provider on becoming Parent Aware rated for the first time. She seems a bit overwhelmed with the variety of tasks that need to be addressed. Her first language is Spanish and she finds navigating written information in English challenging. She says her sister, who is also a provider, tells her it is too much trouble and she has enough to work to do without worrying about becoming rated.

Scenario 3: You are meeting with a Head Start teacher who is being coached on the CLASS tool. She is very enthusiastic in greeting you, but when you begin to discuss the CLASS, she gets very quiet and it becomes clear she knows very little about it or why you are meeting with her.

Scenario 4: You are working with a family child care provider on improving her business practices. She has been complaining about trouble collecting weekly fees from a particular family. When you look at her books together, you notice two other families who are also behind in payments. She seems uncomfortable talking about it, and on further discussion, you discover that she is good friends with the moms in these two families.

Pocket Guide to Four Direct Communication Strategies

①	②
Reframing: when you want to help your conversation partner see something from a different perspective, you might use "reframing" to show something in a new light. For example, instead of saying this is a "child who is out of control", saying this is a "child who is dis-regulated" provides a different frame or lens for seeing the same behaviors.	Use *"feel – felt –found"* with a member who is seeing the negative in an innovation. Acknowledge how they feel, that you (or others) have also felt that way, and have now found a new perspective. An example might be "I know just how you *feel* (or I know teachers who feel like that). I *felt* like that when I started using the system, and *now I've found*, that it can be time saving, etc."
③	④
"Yes, and" (Replacing "yes, but" with "yes, and"): when we hear the word "but", it tends to negate anything positive said before or after that. "Yes, and" opens the door rather than closing it. Try "yes, and" when you need to acknowledge what someone else says while still adding in your own thoughts. Instead of sounding contradictory, you are agreeing to consider possibilities and helping the other person see both possibilities as well.	**Balanced Conversation:** **Rate your conversations** 1. Did it feel like there was balanced participation in the conversation? 2. Do I feel that I listened? (rate yourself 1-5) 3. Do I feel that I was listened to? (1-5) (Adapted from Garmston, 2007) If you notice a trend toward imbalance, think about how to adjust. Talk about ways to improve conversation balance with your partner. Balanced participation is something to think about both in one to one and in group interactions.

Session 8 – Assignment to Be Completed by Session 9

Homework

Entering the Relationship

Six Questions (Adapted from Wesley, 2008)

A director of an established community child care program serving the Somali community requests that you visit the program to help the teacher of the 4-year-olds "improve her classroom." The director is concerned that the children never seem to be still and that they lack discipline. The director told the teacher during the teacher's annual performance review that you would be coming to help her.

1. Who is the learner?

2. What is potentially challenging about the entry stage with this learner?

3. Knowing what you know about this learner, how will you go about making a personal connection with them in the first visit? In other words, how will you start building a trusting, positive relationship from the start?

4. What information do you hope to gather on the first visit? What information do you plan to share?

5. What cultural factors will you consider as you begin to build rapport and trust with the learner?

6. How will you decide how much to share with the learner about the coaching process?

Session 8
Co-Creating Relationships:
Communication
Minnesota Credential for
Relationship-Based
Professional Development
Specialists

Communication Train Tracks

- One thing that gets in the way when I try to listen
- One question I have been asked that got me thinking
- One way my upbringing affects the ways I communicate

OBJECTIVES

- Practice active listening
- Develop and evaluate powerful questions for RBPD conversations
- Examine direct communication techniques

RBPD Competency

IV.A.2	Understands the complexity of communication (words, tone of voice, body language) and seeks to notice meaning.

Active Listening: The goal is understanding

Be present	• Put away distractions • Don't interrupt or plan response
Focus attention	• Attend to body language • Focus our mind
Rephrase	• Pause for understanding • No judgment
Clarify	• Ask questions • Persist for understanding

What gets in the way?

"Static" (Jablon, et al)

Thinking ahead
   assuming intent
      forming a response

"We have two ears and one mouth so that we can listen twice as much as we speak." (Epictetus)

"*Powerful Questioning* is the ability to ask questions that reveal the information needed for maximum benefit to the relationship and the individual partner."

adapted from International Coaching Federation (2006)

Balanced participation in conversations

Did people listen to me?

Did I listen?

Was there balanced participation?

NOTES

Session 9	**Participant Guide**
	Minnesota RBPD Credential
	Co-creating the Relationship: Establishing Relationships
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas

Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area VI: Professionalism

RBPD KCF Content Areas:
III. Co-creating relationships

CDA Content Area: Professionalism

Learning Objectives:

- Objective 1: Develop plans to build rapport and address challenges in establishing RBPD relationships.
- Objective 2: Evaluate tools for use in clarifying expectations, roles and responsibilities.

Session 9 Overview of Sections:

Time (for each section)	Section Overview – Key Concepts	Overview of training technique
20 minutes	A. Reflecting on homework	• Individual reflection • Small group: report back • Large group sort
75 minutes	B. Establishing RBPD relationships	• Video analysis • Brainstorming • Walkabout • Large group discussion
	10 minute break	
60 minutes	C. Clarifying expectations	• Small groups • Pair share •
15 minutes	D. Closing and homework	• Mini lecture • Reflection Assignment

Resistance Statements:

"I'm already really good at teaching social emotional skills, so you should spend time with another teacher who needs your help"

"Early math is not developmentally appropriate for the children in my classroom."

Every time you show up to your scheduled meeting, they are not available.(This is the third time it has happened.)

"So, why are you here again?"

"I know you're here because my director thinks I'm not doing a good job."

SAMPLE AGREEMENT **FORM** (from STEPS TO SUCCESS)
Mentor Coach and Protégé Agreement

This agreement describes:
1) The relationship of the Mentor-Coach and the protégé.
 2) The responsibilities that each share in this partnership.

The Mentor-Coach agrees to:

1. Develop an individualized mentoring plan with the protégé that includes early literacy-related goals related to improved child outcomes, steps for achieving goals, and the Mentor-Coach's and protégé's responsibilities related to each step.

2. Engage protégé in ongoing evaluation of progress toward goals.

3. Schedule, plan, and facilitate two onsite visits with protégé (three-hour minimum) per month. Incorporate observation and conferencing into visits regularly. Model early literacy teaching practices and co-teach with protégé according to the mentoring plan.

4. Provide other forms of support in relation to protégé goals (e.g., sharing resources, collaborative planning, and journaling).

5. Recognize the value of the protégé's time by keeping appointments and honoring start and ending times for meetings.

6. Keep work with the individual protégé confidential, sharing only the general information required in a reporting system. Obtain protégé's explicit permission to share information with others.

The Protégé agrees to:

1. Actively engage in goal setting and planning with the Mentor-Coach.

2. Arrange availability for two monthly onsite visits with the Mentor-Coach.

3. Fulfill responsibilities agreed to in the planning process in a timely way.

4. Contribute to ongoing assessment of progress toward goals.

I have had an opportunity to ask questions about the responsibilities that are described in the agreement. I understand my responsibilities as a Mentor-Coach or protégé.

_____ _____ Signature—Mentor-Coach Date
_____ _____ Signature—Protégé Date

SAMPLE:

School Partnership Agreement

Literacy Coach:

Principal:

Basic Agreements	Responsibilities
What roles do I take on?	**What are the specific job responsibilities you want me to take on?**
How and when will we communicate?	**How will we implement and measure the effectiveness of classroom support?**
How will I tell you about my work?	**Which teacher will I work with? What will be the focus?**
How will we handle conflict? Staff that are unhappy with my work or the support I give them?	**What resources and materials are available to me?**
What is my role with each of the teaching teams in regards to data analysis and use?	**Will I be a part of any school leadership/improvement team? If so, who will be included in this team?**

From TACSEI Sample coach agreement (print one copy per table)http://challengingbehavior.fmhi.usf.edu/communities/coaches_docs/teacher_coach_agreement.pdf

Expectations and Priorities (Handout courtesy of CEED)

ALL CLASS coaches agree to:

- **Be available** **(Contact information; preferred methods of ongoing communication; preferred method for "quick response" communication)**
- **Be prompt and responsive: how soon can I expect to hear if I initiate contact?**
- **Recognize that I have a variety of roles and responsibilities, and other people in my agency who support me.**
- **Participate in the CLASS Online Learning Community**
- **Respect confidentiality—when talking about teachers, classrooms, programs, colleagues, and individual challenges.**
- **Affirm activities that are working well and be willing to discuss things that aren't working well in the relationship.**
- Use the CLASS manual as a reference when questions arise about dimensions and interactions.
- Recognize limits of knowledge
- Co-observe and co-coach at least once.
- Be willing to try a variety of activities: observing one another, videotaping coaching interactions, planning, problem-solving, journaling, etc.

Choose from the list below and highlight anything that seems particularly important to you.

Accept and value me as being different from you	Be willing to initiate contact.
Have realistic expectations	Set goals and actively work toward accomplishing them
Seek out and be receptive to feedback	Do what you say you will do
Tell me when things aren't working	Practice new skills
Keep an up-to-date journal	Do not have any hidden agendas
When we meet give me your full and undivided attention	Help me figure things out for myself
Take risks	Give me the space to be myself
Don't expect me to have all the answers	Be flexible
Be responsible for your learnings and actions	To discuss issues in a specific, descriptive, non-judgmental manner
Keep commitments	
Tell me how I can be more helpful	Be willing to ask questions and gather information
Be willing to try new things	Be patient
Be open and honest with me	Allow for choices
Participate as a partner in the process	Consider different opinions
Be willing to change your mind	Actively seek feedback from others
Be willing to consider alternatives	Respect my knowledge base and perspective
Try to understand all sides of an issue	Work towards self-discovery and problem-solving
Listen to and understand me	Use reflective practice
Openly disagree without being disagreeable	Expand coaching tools to more effectively meet the needs of teachers and children
Trust me	
Collaborate with me in the mentoring process	Practice cultural humility

Session 9 – Assignment to Be Completed by Session 10

Spend a few minutes of quiet time reflecting on a coaching/mentoring/consulting relationship that got off to a good start.

What was key to that success?

Reflect on (and jot down) what you have done to help RBPD relationships work in the past and continue to grow over time. Ask them to be prepared to share at the next session.

For next session, print out and bring
- Article: Are You Coaching Heavy or Light (Killion, 2008)
  https://erlc.wikispaces.com/file/view/may08_killion.pdf/318005334/may08_killion.pdf
- *Reflection Sheet: Are You Coaching Heavy or Light?*
  In Session 10 Materials in this Guide on page 88.

Session 9 Co-creating Relationships: Establishing Relationships
Minnesota Credential for Relationship-Based Professional Development Specialists

OBJECTIVES

- Develop plans to build rapport and address challenges in establishing RBPD relationships.
- Evaluate tools that clarify expectation, roles and responsibilities.

Learning from resistance
(Source: Toll, 2005)

- **Identify possible disagreement with approach:**
  - Clarify ■Modify or adapt
- **Perspective-taking:**
  - Expands knowledge ■Increases understanding
- **Learn more about the other person's values:**
  - Acknowledge ■Find shared values

Relationship factors like trust, shared goals, respect, flexibility, and commitment

......set the tone early for eventual important behavior change and positive child outcomes.

NOTES

_____

_____

_____

_____

_____

_____

_____

Session 10	# Participant Guide
	## Minnesota RPBD Credential
	Co-creating relationships: Maintaining relationships
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 10 Overview_____

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas

Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area V: Historical and Contemporary Development of Early Childhood Education - 2 hours
Content Area VI: Professionalism - 1 hour

RPBD KCF:
III. Co-creating Relationships
II. Adult Learning Principles

CDA Content Area: Professionalism

Learning Objectives:
- Objective 1: Examine strategies for maintaining a trusting relationship
- Objective 2: Analyze coaching interactions for relationship keys and routines.
- Objective 3: Problem-solve challenges that may arise over the course of the RBPD relationship

Session 10 Overview of Sections:

Time (for each section)	Section	Overview – Key Concepts	Overview of training technique
15 minutes	E.	Introduction, reflection on action, and objectives	1. Pair share; large group debrief
25 minutes	F.	Maintaining Trust: The Power of Routine	• Small group • Large group debrief
60 minutes	G.	Analyzing an RBPD partnership—using coaching routines to support relationship	2. Video 3. Individual note-taking 4. Discussion
45 minutes	H.	"Bumps in the Road"—problem-solving challenges	• Small group problem-solving • Individual reflection
25 minutes	I.	Coaching Light and Heavy and Action Planning	• Article discussion • Individual reflection • Planning for action

Reflection Sheet: Are You Coaching Heavy or Light?

(Link to article:

https://erlc.wikispaces.com/file/view/may08_killion.pdf/318005334/may08_killion.pdf)

PG Handout Session #10

According to the author, "coaching light" is _____.

For teachers, coaching light feels

_____.

In the right hand column of page 2, the author describes "coaching heavy." Read through the bulleted list of examples. Circle ONE bullet point that would be most outside your comfort zone and think about why and if you agree/disagree/need to think more about that point.

The author discusses her thoughts about wording—do you prefer "coaching heavy and light" or "coaching shallow and deep?" Why?

Look at the chart at the top of page 3. The author gives examples of "side effects" (not necessarily positive) of some beliefs that many teachers hold. Is the author saying those beliefs are not good at all? What IS the author trying to say? What is your takeaway from the chart of beliefs and side effects? (Be ready to discuss).

Article:

Coaching Light and Heavy
article: https://erlc.wikispaces.com/file/view/may08_killion.pdf/318005334/may08_killion.pdf

Session 10 – Assignment to Be Completed by Session 11

Complete for Session 11:

Read the article "Reprise of Coaching Heavy and Light" found at this link:
https://learningforward.org/docs/leading-teacher/dec10_teachersleading.pdf

Underline the coaching light and coaching heavy examples on page 9. Reflect on your own work: How do the author's examples line up with your understanding of your role and your RBPD practice? How do they differ? As you look at the chart on page 9, choose ONE area of "coaching heavy" that you think would add to your effectiveness as a coach. Come prepared to share your thoughts at the next session.

One more thing! Session 11 includes a link to an article that we will use in class. Please print and bring pp. 2-6 of http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/pbc-brief-sgap.pdf

Session 10: Maintaining relationships
Minnesota Credential for Relationship Based Professional Development Specialists

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AGENDA

1. Reflection on practice
2. Power of routines
3. Analyze coaching video
4. Addressing challenges
5. Coaching light/heavy and action planning

Reflection on Action

Last session action planning:
"Spend a few minutes of quiet time reflecting on a coaching/mentoring relationship that got off to a good start. What was key about that success? What have you have done to help RBPD relationships work in the past and continue to grow over time?

Pair Share

- How did thinking about past successes affect you?
- Share 1-2 key things each that contributed to maintaining and growing in the relationship over time?
- Choose TWO keys that made difference in maintaining a strong RBPD relationship.
- Write each one on a separate sticky note and post it on the flip chart.

- Examine strategies for maintaining a trusting relationship
- Analyze coaching interactions for relationship keys and routines.
- Problem-solve challenges that may arise over the course of the RBPD relationship

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From Jim Knight. Instructional Coaching (2007)

- Establish a sense of equality within the relationship, placing equal value on the thoughts and beliefs of both parties.
- Ensure that the teacher maintains both choice and voice, allowing for the educator to maintain control over the techniques and methods employed.

Stay True to Your Word:

Part of building trust is *staying true to your word*. If you tell a teacher that you will only be looking for evidence of one indicator during your next informal observation, then stick to it. It can be tempting to point out missed opportunities across other indicators or dimensions, but *trust is all about keeping promises.*

From the Teachstone CLASS coaching e-book:
(http://info.teachstone.com/ebook-coaching-fundamentals)

Discussing

- CONTINUITY

- PREDICTABILITY

- ACCOUNTABILITY

Routines, Structures, Groups

- Established time and structures for collaboration.
- Coaches work with individuals as well as teams
- Teachers interested in and willing to work together; "Their doors need to be wide open, or at least cracked."
- Coaching is nestled within other learning structures (inquiry teams or professional learning communities that are guided and rigorous).

  Research has shown that when coaches work with teams there is a greater impact on teacher practice.

"Pass the challenge" debrief

1. Open out all of the folded sections and read the solutions in your group.
2. Choose two solutions to share (and the person who will share them). As you choose think about what would be most useful for the large group:
   - *Is there a strong theme that links the solutions together?*
   - *Is there one unique idea that you think would offer a strategy worth sharing?*

Are you coaching heavy or light?

- According to Jim Knight, one of the biggest challenges to the operation of a successful coaching program is "superficial implementation," (setting up a coaching program without designating clear goals, participating in an organized planning process, or providing an adequate budget).

  Let's look at an article that challenges beliefs or ideas that may be seem like effective practice but result in "superficial implementation."

Thank you!

NOTES

	Participant Guide
Session 11	Minnesota RBPD Credential Facilitating Growth and Learning: Creating Awareness, Planning and Goal Setting
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 11 Overview

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas
Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area IV: Assessment, Evaluation, and Individualization- 2 hours
Content Area VI: Professionalism - 1 hour

RBPD KCF Content Areas:
V. Facilitating growth and learning

CDA Content Area: Professionalism

Learning Objectives:

Objective 1: Examine the cycle of RBPD practice: planning, observing, feedback with reflection
Objective 2: Analyze video/case scenarios to identify RBPD strategies
Objective 3: Practice planning & setting goals.

Session 11 Overview of sections

Time	Section	Overview of teaching technique
20 minutes	A. Introduction and Reflection on Practice	• Mini-lecture • Pair share • Large group sharing of individual reflection
15 minutes	B. The RBPD cycle	• Mini-lecture with visuals • Individual reflection • Small group discussion
60 minutes	C. Creating Awareness: why and how?	• Group brainstorm • Self-assessment • Mini-lecture
10	Break	
60 minutes	D. Planning/goal setting	• Large group discussion • Video and reflection • Link to various RBPD strategies • Case studies • Article small group discussion
15	Summary & Action Planning	• Individual reflection • Share out

Matching Strategies to Stages

Understanding

- Experience the dimension (parallel process)
- Effective/ineffective scenario
- Dimension study with video
  - break examples into indicators
  - Pause and describe
  - Pause and "do over"
- Use manual:
  - Review 'high' indicator descriptors – using the manual and highlight.
  - Read high/mid/low of one indicator and highlight examples
- Connect to prior knowledge— from own practice, prior initiatives
- Teacher observes coach using data (*e.g.,* track open & closed-ended questions)

Applying

- Identify common opportunities
- Starter Phrases (for reminders)
- Peer support (thumbs up)
- Analyze lesson plans for opportunities
- Scenarios
- Role play skill with coach
- Classroom Games
- Classroom Routines—find a routine where the application is easier/harder
- Use video (pause and plan "what next")

Adapted from Jonathan Fribley's Quality Feedback, with additions for Putting CLASS Into Practice, Center for Early Education and Development, University of MN.

Smart Goals
PG Handout RBPD Credential Session 11

1. I want to help the students use problem-solving when there is a behavior challenge.

Change to:

_____

2. I will ask more open-ended questions.

Change to:

_____

3. The students will be involved in changing the dramatic play area.

Change to:

_____

4. I will pay more attention to children who are quiet.

Change to:

_____

5. The transitions will be shorter.

Change to: _____

6. Write one of your own for a colleague to revise (try using "I will never…" or "I will always…")

_____

Practice-based coaching overview handout
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/pbc-handout.pdf **pp. 3-5 Please print and bring for sessions 11-13**

Shared goals and action-planning handout http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/pbc-brief-sgap.pdf **pp. 2-6**
Needs assessment case scenario

http://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Combined%20Handouts.pdf **pp 13-18**
 Please bring to session 11.

Session 11 – Assignment to Be Completed by Session 12

Read a short portion of the article "Two Heads Are Better Than One" (Chiariello, 2015) found at this link, beginning with the heading "Doing What Works" and reading through the rest of the article at: http://www.tolerance.org/magazine/number-51-fall-2015/feature/two-heads-are-better-one

Pay particular attention to the chart on p. 25. The chart identifies key components of coaching and describes what that component looks like when "coaching with an equity lens." In the joint planning and goal- setting row, how might "coaching with an equity lens" affect your own work? As you read the descriptions, what are things you already do? What is something new—maybe even challenging? Reflect on your work and how using an "equity lens" matters.

Session 11 Facilitating Growth and Change
Minnesota Credential for Relationship-Based Professional Development Specialists

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OBJECTIVES

- Examine the cycle of RBPD practice: planning, observing, feedback with reflection
- Analyze video/case scenarios to identify RBPD strategies
- Practice planning & setting goals.

Coaching: Naming Core Beliefs

- Teacher practice (<u>what</u> we do and <u>how</u> we are) directly impacts children's development.
- All teachers demonstrate strengths.
- All teachers can improve their effectiveness.
- Teachers' individual approach to change and underlying beliefs about their work affect how they learn and apply learning.

Content developed by CEED, 2009

Coaching: Naming Core Beliefs (cont'd)

- Data offers common ground for celebration and growth.
- "The push"—coaches go beyond merely giving support to challenging the teacher/caregiver to take risks, try new things, take on new responsibilities.

Content by CEED, 2009

Impact on teachers….

Studies that used goal-setting, joint planning, observation, feedback, and reflection lead to a range of *positive outcomes for teachers*

Impact on teachers: Implementation and Change

- Implementation of desired teaching practices, behavior support practices, or curricula;
- Implementation of practices *with fidelity*;
- Changes in teacher-child interactions; and
- Self-reported changes in knowledge, skills, and attitudes about teaching practices.

Impact on children

In addition to changes in practice, studies that used components of practice-based coaching were associated with *positive child outcomes*.

Child outcomes that increased included:

- participation and engagement,
- social skills and fewer challenging behaviors,
- literacy and language;
- skills associated with the Head Start Outcomes Framework for logic and reasoning and approaches to learning.

NOTES

Session 12	**Participant Guide**
	Minnesota RBPD Credential
	Facilitating Growth and Learning: Observation
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 12 Overview

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas
Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area IV: Assessment, Evaluation, and Individualization- 2 hours
Content Area VI: Professionalism - 1 hour

RBPD KCF Content Areas:
V. Facilitating growth and learning

CDA Content Area: Professionalism

Learning Objectives:

1. Reflect on the cycle of RBPD practice: planning, observing, feedback with reflection
2. Analyze video to identify RBPD strategies
3. Practice observation/implementation segment of the cycle.

Session 12 Overview of sections

Time	Section	Overview of teaching technique
20 minutes	A. Introduce 12 and Reflection on Action	• Pair-share • Flip chart • Video
30 minutes	B. Definitions and "me check"	• Mini-lecture • Large group • Reflection –"me check" • Video
20 minutes	C. Strengths-based: Articulating moments of effective practice	• Mini-lecture • Large group • Case study • Video
30 minutes	D. Observation practice	• Mini-lecture • Video • Role Play • Case scenario • Large Group
10 minutes	Break	•
40 minutes	E. Using Videotape	• Large group • Video • Small group
15 minutes	F. Summary and Action Planning	• Small group • Individual reflection

Practice based coaching—Focused Observation: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/pbc-brief-fo.pdf

Session 12 – Assignment to Be Completed by Session 13

This session's action plan will take self-awareness as you go about your day. Between now and the next session, be aware of when a strong feeling arises that makes it difficult for you to stay fully present in what you are doing. (You may even be able to think ahead to where/when strong emotions may come up and/or where you might have trouble staying fully present). When you feel a strong reaction coming on (it could be about anything—someone you disagree with, a frustration, etc.) or you feel yourself wandering off in your head when someone else is talking, **stop** and **do a "me check**." Even if it is a brief pause ("count to 10"), stop and name what is going on inside.

Based on this intentional awareness, think about how using a "me check" impacts your perspective and communication; jot some notes and we will talk about this when we get together for Session 13 on Feedback/Reflection.

Session 12 Power Point

Session 12: Facilitating Growth and Change
Minnesota Credential for Relationship-Based Professional Development Specialists

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Focused Observation is... (adapted from Practice-Based Coaching)

- Intentional and systematic
- Looks at educators, environments, and teaching practices in the context of the coaching partnership.
- When coaches *and* teachers gather and record information for use in reflection and feedback.

Focused Observation is... (cont'd adapted from Practice-Based Coaching)

- Guided by the action plan and focused on the caregiver's goals.
- When RBPD partners agree on the times when an observation will occur.
- Used by coaches to prepare for the next stage of the coaching cycle: reflection and feedback.

Implementation of the goal is part of observation

Action: Spontaneous or planned events that occur in a real-life situation; these actions provide the learner with opportunities to practice, refine, or analyze new or existing skills.

Be Present

- Pay attention "on purpose, in the present moment, and nonjudgmentally, to the unfolding of experience moment to moment."

- Kabatt-Zinn in Jablon et al

- *From "Coaching with Powerful Interactions: a guide for partnering with early childhood teachers," Jablon, Dombro, & Johnsen, 2014.*

Moment of Effective Practice

- (Strengths-based observation practice)

- "You are a teacher's mirror."

- *From "Coaching with Powerful Interactions: a guide for partnering with early childhood teachers," Jablon, Dombro, & Johnsen, 2014.*

Articulate to Promote Intentionality

- **Describe what the teacher does**

- **Describe why it is important (theory and outcomes).**

- *"State facts without judgment, then offer a clear statement why what the teacher did or said is important and how it impacts children's learning."*

- *From "Coaching with Powerful Interactions: a guide for partnering with early childhood teachers," Jablon, Dombro, & Johnsen, 2014.*

11/7/16

Articulate Moments of Effective Practice

Describe what the teacher did that supported children's learning

- *"I noticed that you_____. "*

- *"This helps the child/ren to_____."*

- *From "Coaching with Powerful Interactions: A Guide for Partnering with Early Childhood Teachers," Jablon, Dombro, & Johnsen, 2014.*

104

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	Facilitator Guide
Session 13	**Minnesota RBPD Credential** Facilitating Growth and Development: Feedback and Reflection
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 13 Overview

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas

Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area IV: Assessment, Evaluation, and Individualization- 2 hours
Content Area VI: Professionalism - 1 hour

RBPD KCF Content Areas:
IV. Effective communication
V. Facilitating growth and learning

CDA Content Area: Professionalism

Learning Objectives:

Objective 1: Examine how feedback and reflection fit in the RBPD cycle.
Objective 2: Analyze video to identify reflective feedback from RBPD specialist to partner.
Objective 3: Practice components from each phase of the RBPD cycle.

Session 13: Overview of Sections

Time	Section	Overview of Teaching Technique
20 minutes	A. Introduce and Reflect on Action	• Walkabout • Large group discussion
90 minutes	B. Feedback/Reflection	• Mini-lecture review reflection and findings on feedback research • Analyze video • Practice active listening • Using videotape
10 minutes	Break	
30 minutes	C. Linking the cycle together	• View video, plan and practice • Individual reflection • Group sharing
30 minutes	D. Summary and planning/goal setting for Session 14	• Program assessment tool for needs assessment

Handouts and activities--please print and bring. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/pbc-brief-rf.pdf   **pp 3-7**

Feedback conversation starters…analyze these "start-ups" to see what they have in common
Handout Session 13: RBPD Coaching Credential Participant Guide

- *Topic: SEEDS of Early Literacy (Sensitive and Responsive) or CLASS (Teacher Sensitivity)*
  Teacher's goal: be more proactive in behavior management by noticing and responding earlier.
  Coach: I saw you show sensitivity to Brandon's needs by the way you supported his interactions with Abdu. When Brandon and Abdu were playing, Brandon said, "I want that dog." (This was when Abdu was playing with the dog.) You noticed this important communication by Brandon you responded to it right away. You talked him through the interaction and in the end he was able to reach a compromise that seemed OK with Abdu, too. We've recently been talking about being sensitive and responsive, which involves being aware of children's emotional needs and cues. What information do you know about Brandon that made you respond in this way? How do you think Abdu was feeling during the interaction?

- *Topic: Science curriculum and inquiry. Caregiver's goal: hold back from giving automatic answers and keep the exploration going.*
  *Coach: This small group science activity seemed to fit well with building vocabulary and clarifying children's understanding. Let's watch a short video. Listen closely to your response when Katyana says the shell is "smooth" when it is actually "rough." (Note: The teacher asked her if she could find a different shell that was "smooth.") How do you see the children responding in the video clip? The way you responded to Katyana (and the other children) gave you an opportunity to see how much they understood about "smooth" and then to clarify their misunderstanding. The children continued to explore the shells and textures with even more excitement. This is an example of how you focused on the **process of learning** instead of whether the children are correct or incorrect. I wonder how the interaction would have been different if you had simply said, "no, that one is rough." After your response, children seem motivated to keep on learning —instead of giving up, you see their persistence.*

- *Topic: Balancing lesson plans and child's interest. Family child care provider's goal: Follow the child's lead during storytime.*
  Coach: Yesterday I visited during large group when you were reading a book to prepare the children for their trip to the farm. You were pointing out new vocabulary words and giving explanations and definitions. On the silo page, you mentioned that a silo is tall with curved sides and passed around photos of several different cylinders to point out the

shape. Using these "hands on" examples can keep children engaged and ready to think about what they are learning. Erik said, "my grandma has a silo." It can be challenging (especially when the whole group is together) to balance the trade-offs between following the child's comment and making sure to get through lessons efficiently. This morning, you decided to move on with the book. I'm curious about how you made the decision between moving on or stopping to ask about Erik's comment. Can you imagine a way you might have found a balance between the two options?

What are at least two things each "feedback conversation starter" has in common?

What differences do you notice?

What can you learn from these examples?

Coaching Practice

You have been working with this early care professional. At the goal-setting/planning session, she set a goal of involving children more during large group time by using hands-on strategies. She has asked you to observe today's small group and offer feedback on strategies to engage children's interest.

1. **During the video:**
   - Take notes as if you were her coach.
   - Focus on the teacher's goal.
   - Notice (and write down) evidence of effective practice (strengths).
   - Mark down key moments in the video that you would watch together.
   - Think about what you want the teacher to notice about her work.

2. **Plan the feedback/reflection conversation (coach reflection—individual)**

• REFLECT	• PLAN
• **Coach internal check up— identify "hot spots" with a "me check"** • **Skills: write/describe a moment of effective practice, attempts, missed opportunities** • **Consider teacher's stage of change**	• **Connecting question (broad reflective question)** • **"Start up" to conversation (describe goal/ why it matters)** • **Describe in detail one moment of effective practice (strength)** • **Reflective questions** • **Activities/materials needed** • **Wonder about…teacher's goal for next time?**

3. **After the individual planning time, you will be cued to begin coaching your partner. (10 min—5 minutes each)**

Choose one to be coach and one to be teacher**. Actually HAVE the conversation, using the connecting question, start up prompt, name effective practice, ask questions.** The "teacher" can react however s/he chooses. Continue the conversation through the teacher setting a goal-for the next observation. **Then switch roles**

4. **Debrief in large group**

Session 13 – Assignment to Be Completed by Session 14

Homework for Session 14: As part of thinking about assessment, this session's action plan was to use a coaching self-assessment. It is a self-assessment about coaching strengths and needs. Please go to the link below and print out only the first four pages.

1. Complete the self-assessment
2. Identify your own top 2 strengths
3. Identify your top 2 areas of need (where you would set goals).

Bring the assessment back to the next session and we will refer to it when we discuss assessment. Link: http://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Combined%20Handouts.pdf Coach self-assessment pp 1-4

Session 13: Facilitating Growth and Change
Minnesota Credential for Relationship-Based Professional Development Specialists

OBJECTIVES

- Examine how feedback and reflection fit in the RBPD cycle.
- Analyze video to identify reflective feedback from RBPD specialist to partner.
- Practice components from each phase of the RBPD cycle.

From Practice-Based Coaching, https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/development/pbc/pbc-resources.html

Feedback is...

- Information provided by the coach.
- Based on the coach's direct observations, the teacher's report of his or her own actions, or information shared.
- Purposeful, in order to expand the teacher's current level of understanding about a specific evidence-based practice.

Rush, D., & Shelden, M. (2005). Evidence-based definition of coaching practices. *CaseinPoint, 1*(6).

RBPD cycle: Reflection

- **Analyze existing strategies to see how the strategies are consistent with evidence-based practices.**
  - Strategies are working ~ teachers and coaches celebrate success and share strategies.
  - Strategies aren't working ~ teachers reflect on emotions, values, attempts, and ways to adapt that help them move towards their goals.

Rush, D., & Shelden, M. (2005). Evidence-based definition of coaching practices. *CaseinPoint, 1*(6).

Let's practice! Observe and feedback

- You have been working with this educator for several visits. When you met to plan and set goals, she decided on this action plan:

Use hands-on teaching in order to keep children more involved, particularly during large group time.

- Take notes during this video clip and use a coaching lesson plan to plan for the feedback/reflection part of the RBPD cycle.

Let's practice! Observation and feedback

- Use video as data. Record moments of effectiveness
- Coach reflection/planning
  - ☐ "me" check ☐ Moment of effectiveness
  - ☐ Plan questions ☐ Link to teacher goals
- Feedback
  - Connecting question
  - Moments of effectiveness
  - Reflection/questions/listening
  - Set goals

Slide courtesy of the Center for Early Education and Development

Debrief

- How was this experience for you?
- What was comfortable? What was challenging?
- What do you take away for your own work?

NOTES

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Session 14	**Participant Guide**
	Minnesota RBPD Credential Assessing and Evaluating
Curriculum writer: Vicki Hawley	**3 hours**

Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas
Course Level 2

Knowledge Competency Framework for Early Childhood Practitioners:
Content Area IV: Assessment, Evaluation, and Individualization- 3 hours

RBPD KCF Content Areas:
VI. Assessing and evaluating

CDA Content Area: Professionalism

Learning Objectives:

- Objective 1: Identify purpose of assessment and evaluation in RBPD
- Objective 2: Analyze examples of assessment used in RBPD
- Objective 3: Practice using assessment to plan RBPD interactions

Time	Section	Overview of teaching technique
45 minutes	A. Introduction and Reflection on Practice	• Individual reflection • Pair share • Small group • Large group
45 minutes	B. Focus on the RBPD partner	• Mini-lecture with visuals • Small and large group • Individual reflection • Video
10 minutes	Break	•
25 Minutes	C. Focus on the RPBD specialist	• Mini-lecture • Pair-share • Role play • Case scenario
40 minutes	D. Focus on the children , coaching with data	• Case studies • Small group
15 minutes	E. Closing and Action Plan	• Individual reflection on experience

Session Materials

http://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Combined%20Handouts.pdf Coach self assessment pp 1-4 (homework from last session), scenarios, p 5, case study plus needs assessment pp 14-18. Note: The latter was used in Session 11 so no need to reprint.

Session 14 – Assignment to Be Completed by Session 15

Before Session 15 (our last session), review the case study/coaching scenario that you wrote.   In Session 15 you will practice coaching in a small group with videotape. Look at the planning handout in Session 15. You will also have 15 minutes during class to prepare.

Practicing/Planning the Cycle of RBPD

I am going to use scenario # _____. Or, if you write your own, write it here. (Make it fit your work.) Describe the teacher's experience, content area, situation.

This provider/teacher's stage of change is_____ because he/she (describe):

Add anything else you want to specify about the teacher. (This is your opportunity to cue your practice partner about the disposition, stage of change, knowledge level, and context so they can "act their part.")

Using what you know about this teacher, write a SMART goal (imagine you came to agreement in partnership with the provider).

Write a brief description of the focused observation (Use your imagination! You are making this up). Include quotes, real life examples that show some success and some struggle. Be specific, so that a role play partner can picture what happened and play the role of the RBPD partner.

Make a plan for either a feedback/reflection session.
- What is *your* goal?
- What RBPD strategies will you use (moment of effective practice; powerful questions; strategies that match stage of change; active listening; etc.)?
- What materials do you need, if any? (Imagine or bring, if needed: video, photo, article,)
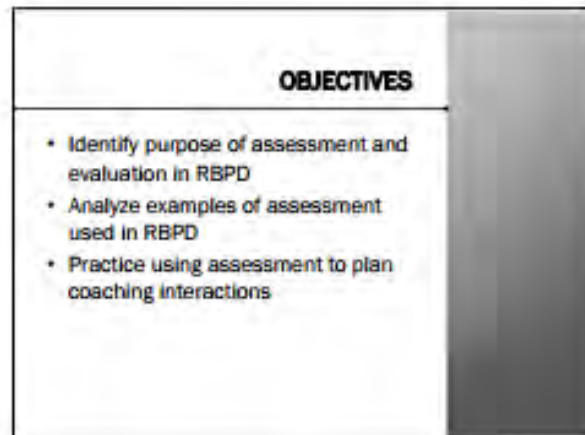- Use a coach lesson plan or WRITE DOWN: Moment of effective practice, reflective questions.

You will have this conversation in a small group with videotape and feedback. (All videotape will be erased before we leave. ☺).

Session 14: Assessment
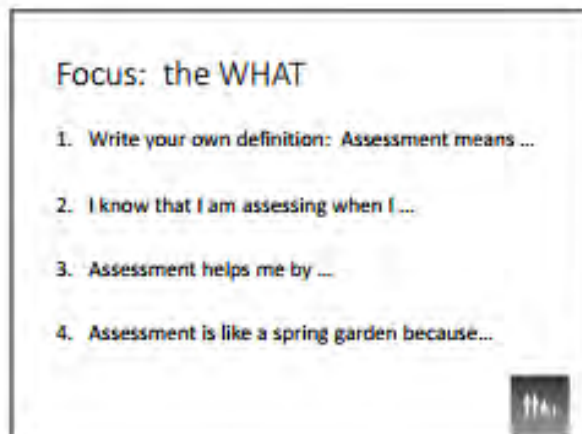Minnesota Credential for
Relationship Based
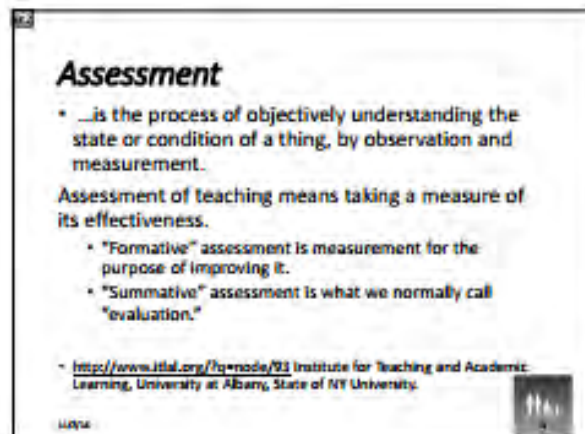Professional Development
Specialists

OBJECTIVES

- Identify purpose of assessment and evaluation in RBPD
- Analyze examples of assessment used in RBPD
- Practice using assessment to plan coaching interactions

Focus: the WHAT

1. Write your own definition: Assessment means ...

2. I know that I am assessing when I ...

3. Assessment helps me by ...

4. Assessment is like a spring garden because...

Assessment

- ...is the process of objectively understanding the state or condition of a thing, by observation and measurement.

Assessment of teaching means taking a measure of its effectiveness.

- "Formative" assessment is measurement for the purpose of improving it.
- "Summative" assessment is what we normally call "evaluation."

- http://www.itlal.org/?q=node/93 Institute for Teaching and Academic Learning, University at Albany, State of NY University.

Assessment informed coaching

- Define learning outcomes (desired by teachers and/or learners) well in advance.
- Assess progress toward outcomes, by and for both teacher and learner, continually during learning.
- Evaluate attainment of outcomes rigorously as each learning opportunity concludes.
- Moment-by-moment, meeting-by-meeting, course-by-course, semester-by-semester.
- https://arc.duke.edu/documents/The%20difference%20between%20assessment%20and%20evaluation.pdf

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What does this mean?

- For the coaching process to be effective, it is important that teachers have a sense of self-efficacy and take time to reflect on their own strengths and areas for growth.
- (CLASS coaching e-book, Teachstone).

A reflective conversation:

- What do you want this child to know/do?
- How will you know they know?
- How will you let them know what you hope to see?
- What do you want to do very well?
- What kind of data would be helpful for me to collect for you?

What do you want to accomplish?

- Learn more about the teaching practice and try it out?
- Do the teaching practice more often?
- Do the teaching practice better?
- Do the teaching practice differently?

(Does this make you think about stages?)

Planning informs assessment

- Clarify goals (What do you hope to see?)
- Indicators of success (How will you know it works?)
- Anticipate approaches, strategies, decisions. personal learning. (What might happen? Is there anything you are worried about?)
- Use techniques like paraphrasing, rapport, mirroring, and asking questions, to work with the individual on an issue.

Event-monitoring (ongoing assessment)

Lesson, activity, demonstration
- Monitoring for indicators of success, effectiveness of approaches/strategies/decisions

(Walk through it mentally together. What if it doesn't work? How will you decide when to make changes?)

Accountability

- **Your follow-up can be the difference that makes the difference!**
- *—Kathleen Stinnett, Senior Consultant & Executive Coach*

Looking at data...implications for coaching

- What do I see in the assessment data?
- What might it mean for the teacher?
- How do I work with this data in our RBPD partnership?

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Session 15	**Participant Guide**
	Minnesota RBPD Credential
	Assessment: Tying It All Together
Developed by the University of Minnesota, Center for Early Education and Development 2016	**3 hours**

Session 15 Overview

Knowledge and Competency Framework (KCF) Content Area, MN Core Competency Content Area, CDA Content Areas

Course Level: 2 Implements

MN KCF for Early Childhood Practitioners:
Content Area IV: Assessment, Evaluation, and Individualization 2 hours
Content Area VI: Professionalism - 1 hour

RBPD KCF Content Areas:
V. Facilitating growth and learning
VI. Assessing and evaluating

Learning Objectives:

- Objective 1: Review terms and actions from the RBPD Credential Course
- Objective 2: Practice an RBPD session using video with feedback.

Session 15 Overview of Sections:

Time	Section	Overview of teaching technique
15 minutes	A. Introduction and overview	• Individual reflection
25minutes	B. Key ideas review	• Mini-lecture with visuals •
120 minutes (including break)	C. Practice coaching, videotape, feedback	• Small group • Videotape individuals • Offer feedback • Large group debrief
20 minutes	D. Closing	• Video • Individual reflection • Large Group

Session Materials

Coaching visit steps		Questions to consider	Responses to middle column
1. Teacher Pre-Observation check-in/Discussion *(approximately 5-8 minutes)* **Phone Email Face to face**		• *Is there something that you'd like me to be noticing today?* • *Tell me how this relates to any of the children you work with?* • *What stage of awareness is this coachee at?*	
2. Pre-Observation: Planning for an Intentional Observation		• *What is the coachee's SMART goal?* • *What will be the focus of your observation?* • *How will you document observation? (anecdotal notes, counts, checklist, photos, videotape, etc.)*	
3. Observation		• *Specific behaviors or quotes*	**Next Visit:** **Date:**_____ **Time**:_____
4. Post Observation: Planning for Intentional Consultation	**Tools/Strategies** Manual/Curriculum Resource Video Resource Sharing (identify) Demonstration/Modeling Practice/role play Lesson plan Other	• *Encouragement: Moment of Effective Practice.* •*Check in question.* • *What words do you want the coachee to say? Identify SPECIFIC question/s to draw these words out of the coachee.* • *What specific things do you wish to see/hear the teacher do on your next observation?* • *How can you help teacher move their stage of awareness?* • *Resources to share with the coachee?*	

5. Debrief notes:	• *Remember to encourage* • *Remember to move the coachee's stage of awareness* • *Remember to describe, infer, ask questions- not evaluate* • *What do you think will happen if...*	
6. "Going Forward" Plan/goals *(teacher writes, makes a copy)*	• *Goal for next observation* *(can be the same goal – work on it a different way)*	
7. Post observation documentation phone email F2F **Notes:**	• *How will you use and share documentation to remind of effective practice and goal?* • *Timeliness is key.*	
8. Celebrate	• *How will you celebrate when goal is met?*	

Key terms, concepts, activities

In Relationship-Based Professional Development

Stages of Change	**Feedback**
Parallel process	**Ethical dilemma—give an example**
Roll with resistance	**Boundaries**
Dispositions	**2 purposes of evaluation**
1 example of Adult learning or Teacher stages that might impact your work	**Motivational Interviewing**
Reflection	**Powerful Question (with 2 examples)**
1 way to establish trust	**Change Agent**
S-M-A-R-T goal	**Action plan**
Reflection	**1 to 10 rule**
Cultural Responsiveness	**2 benefits of using videotaping**
Needs Assessment	**Dispositions**

Individual Instructions: Check ✔ terms/ideas that you know and could summarize. Circle ⭕ terms/ideas that you are not sure about.

Small Group Instructions: Go through the list. Begin with any item that someone in the group circled. Ask a person who has checked it to explain/define. Once all of those are discussed, briefly review the other terms/ideas. If there is an item that everyone has circled, write it down so that we can discuss in large group.

Session 15: Putting the Pieces Together

Minnesota Credential for
Relationship Based
Professional Development
Specialists

Objectives

* Review terms and actions from the RBPD Credential Course
* Practice an RBPD session using video with feedback.

11/7/18   2

Plan your coaching experience

* Use your scenario from Session 14.
* Use the handout to plan or practice for your coaching conversation.

Groups of 3

* One person is the RBPD specialist
* One person is the RBPD partner
* One person videotapes (use phone or ipad)

View and offer feedback

- Group views video
- Two colleagues offer feedback in this way:
  - I noticed that you _____. This helped the teacher _____.
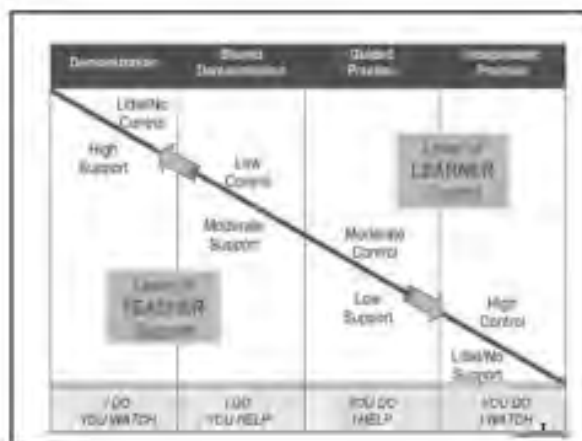- Person being videotaped shares their feelings and learning.

RBPD exit strategies

- How will I know when it is time to close the RBPD relationship/s?
- What happens? What is the process for closing the RBPD relationship?
  - Celebration
  - Naming process
  - Naming differences/changes
  - Naming ongoing intentions (sustainability)

NOTES

_____

_____

_____

_____

_____

_____

_____

_____

GLOSSARY/ABBREVIATIONS/ACRONYMS

Session 1

Change agent: a catalyst or someone who kindles (positive) change, and who promotes the process with the goal of sustained positive change. RBPD Specialists promote change in individuals as well as in organizations.

Coaching: "a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group" (NAEYC 2011, p.11).

Competency: Demonstration of a skill or ability. Core competency refers to capability required within an industry that is essential for a person to be accepted to work in that industry, an observable and measurable set of knowledge or skills. The knowledge and skill must distinguish between superior performers (or exemplary performance) and others.
Consultation (sometimes called *technical assistance*): "a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic (NAEYC, p.12)."

***Dispositions*:** the tendency or inclination to behave or act in certain ways. The National Council for Accreditation of Teacher Educators defines dispositions as "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors." Lillian Katz, a longtime early childhood educator, describes dispositions as "a tendency to exhibit frequently, consciously and voluntarily a pattern of behavior that is directed to a broad goal (1993, 1)."
Evidence-based practice: An intervention, strategy or component of instruction that has been proven, through data-based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity (i.e., exactly how the practice or intervention was meant to be carried out).

Mentoring: "a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee.

Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness," (NAEYC, 2011, p.10).

Relationship Based Professional Development (RBPD): "Relationship-based professional development (RBPD) is a mode of professional development where the relationship itself is the vehicle through which early childhood educators grow in knowledge and practice. The RBPD approach is based on literature that suggests relationships help people grow in different ways than classroom-based training" (CEED, 2015)

RBPD Partner (Or Partners): refers to the person (or people) directly working with the RBPD Specialist to reach a goal.

RBPD Specialists: people who provide RBPD services to other practitioners and/or organizations.

Self-efficacy: one's belief in one's ability to succeed in specific situations or accomplish a task. (Bandura, 1977).

Session 2

Change agent: a catalyst or someone who kindles (positive) change, and who promotes the process with the goal of sustained positive change. RBPD Specialists promote change in individuals as well as in organizations.

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RBPD Specialists: people who provide RBPD services to other practitioners and/or organizations.

Session 3

Boundaries:
"Boundaries mark the difference between your responsibility or role and someone else's responsibility or role. They identify the lines you should not cross with others. They also identify the lines you will not allow others to cross in their interactions with you." (Early Head Start National Resource Center, 2015)

Code of ethical conduct: defines a field's core values and then provides outline and guidance for action when dilemmas or conflicts in work obligations arise.

Core Values: "Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession." (NAEYC, 2011).

Dilemma: A predicament for which there is more than one possible solution.

Ethical Dilemma: a dilemma "for which there are two possible resolutions, each of which can be justified in moral terms." (Feeney and Freeman, 2016) "A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities." (NAEYC, 2011.)

Ethics: "is the study of right and wrong, or duty and obligation that involves critical reflection on morality and the ability to make choices between values and the examination of moral dimensions of relationships." (NAEYC, 2011)

Ethical responsibilities: "Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing)." (NAEYC, 2011)

Morality: Our view of what is good, right, and proper in regard to our actions, obligations and behaviors.

Values: "Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live." (NAEYC, 2011)

Session 4

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"Boundaries mark the difference between your responsibility or role and someone else's responsibility or role. They identify the lines you should not cross with others. They also identify the lines you will not allow others to cross in their interactions with you." (Early Head Start National Resource Center, 2015)

Code of ethical conduct: defines a field's core values and then provides outline and guidance for action when dilemmas or conflicts in work obligations arise.

Core Values: "Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession." (NAEYC, 2011).

Cultural awareness: is being cognizant, observant, and conscious of similarities and differences among and between cultural groups (National Center for Cultural Competence).

Cultural competence: refers to services or practices that are provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language and behavior of individuals who are receiving the services. These services are

provided in a manner that has the greatest likelihood of ensuring maximum participation in the program or service.

Cultural humility: being aware that you cannot be an expert on how another person experiences their own culture, avoiding assumptions and working to understand the other person's perspective on how their culture influences and shapes them, including how it influences their work.

Dilemma: A predicament for which there is more than one possible solution.

Ethical Dilemma: a dilemma "for which there are two possible resolutions, each of which can be justified in moral terms." (Feeney and Freeman, 2016) "A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities." (NAEYC, 2011.)

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Implicit biases: subtle, often subconscious, stereotypes that guide our expectations and interactions with people.

Perspective taking: "the ability to feel or imagine what another person feels or might feel" (Rinderle).

Session 5

Parallel process: The idea that how we interact with another person may be a model that the other person uses in another context. This idea is illustrated by the quote from Jeree Pawl, "Do unto others as you would have them do unto others."
"Relationships in one part of a system influence and reinforce similar patterns of interaction in other parts of the system." (Early Achievers Coach Framework Training) https://depts.washington.edu/cqel/PDFs/Coaching/EA_coach_framework_training_powerpoint.pdf)

Session 6

Motivational interviewing: is a collaborative, goal-oriented style of communication with particular attention to the language of chang**e**. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion. (Miller, W. R. & Rollnick, S., 2012)

Session 7

Perspective taking: is **"**the ability to feel or imagine what another person feels or might feel" (Rinderle).

Parallel process: is the idea that how we interact with another person may be a model that the other person uses in another context. This idea is illustrated by the quote from Jeree Pawl, "Do unto others as you would have them do unto others." "Relationships in one part of a system influence and reinforce similar patterns of interaction in other parts of the system." (Early Achievers Coach Framework Training)

Professional use of self involves exploring the perceptions, motivations, values, beliefs, biases, cultural background, influence of personal history and current context of the person receiving RBPD.

Emotional labor is the process of managing feelings and expressions to fulfill the emotional requirements of a job. More specifically, early childhood practitioners are expected to regulate their emotions during interactions with parents, co-workers and supervisors.

Session 8

Active Listening: Ability to focus completely on what the speaker is saying and is not saying, to understand the meaning of what is said in the context of the speaker's desires, and to support the speaker's self-expression (adapted from ICF, 2006)

Powerful Questioning: Ability to ask questions that reveal the information needed for maximum benefit to the RBPD relationship and the RBPD partner (adapted from ICF, 2006)

Parallel process: The idea that how we interact with another person may be a model that the other person uses in another context. This idea is illustrated by the quote from Jeree Pawl, "Do unto others as you would have them do unto others."

"Relationships in one part of a system influence and reinforce similar patterns of interaction in other parts of the system." (Early Achievers Coach Framework Training)

Session 9

Agreements: Agreements can be written (preferred) or oral. An agreement can be defined as an exchange of promises. In the case of RBPD work, it might mean the coach promises to provide a specific service for a particular fee and the recipient agrees to payment and to abide by any particulars written in the agreement.

Contract: is a binding agreement between two or more parties that is legally enforceable.

Memorandums of Understanding: A memorandum of understanding or MOU describes an agreement between two or more parties that expresses a common line of action to meet particular goals/outcomes. It specifies the action required by both parties. It is not generally used as a legal document.

Rapport: is an understanding that is generally founded on a mutual trust or emotional affinity or connection.

Trust: is defined in the dictionary as a firm belief in the reliability, truth, ability, or strength of someone or something.

Written consent form: gives permission by the person who holds the information to have information shared with the RBPD specialists and whoever else may be included on the consent form. Staff might need to consent to being observed; children need to have parental consent in order to be observed; other confidential information that might be part of an RBPD event needs to be approved with a signed/dated consent form signed by the one for whom the information is being shared.

Session 10

Coaching: is a relationship-based process led by an expert with specialized and adult learning knowledge and skill, who often serves in a different professional role than the recipient. Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or a group.

Coaching heavy: From J. Killion, focusing on student performance and challenging teachers, choosing the coaching roles that explore deep beliefs and move beyond

relationship-building to mutual problem-solving and accountability that focuses on improvement.

***Coaching light*: From J. Jillion,** Coaching *light* occurs when coaches want to build and maintain relationships more than they want to improve teaching and learning.

Trust: is defined in the dictionary as a firm belief in the reliability, truth, ability, or strength of someone or something.

Session 11

Action plan: a document that lists what steps must be taken in order to achieve a specific goal. In Practice-Based Coaching, the action plan is developed in partnership between an RBPD specialist and the educator.

SMART goal: (Specific, measurable, achievable or attainable, realistic, timely. For example, a general goal would be "get in shape." A SMART goal might be: Join a health club by next Thursday and work out 3 days a week.")

Stages of Change: See Session 6

Session 12

Observation: Examining another person's actions or practices to be used to develop new skills, strategies, or ideas.

Moment of Effective Practice: a process from Jablon, Dobro, and Johnsen's Coaching for Powerful Interactions that describes a process of naming strengths by saying, "I noticed that you _____. This helps children _____(link to theory or child benefit).

"***Me check***": A process of checking the RBPD provider's own internal state—feelings, static—in order to be fully present in the observation and RBPD interactions.

Session 13

Reflection: Analyze existing strategies to determine how the strategies are consistent with evidence-based practices.

Feedback: Feedback is the information provided by the coach and is based on the coach's direct observations, the teacher's report of his or her own actions, or information shared in order to expand the teacher's current level of understanding about a specific evidence-based practice.

Session 14

Assessment: the process of objectively understanding the state or condition of a thing, by observation and measurement. Assessment of teaching means taking a measure of its effectiveness. "Formative" assessment is measurement for the purpose of improving it. "Summative" assessment is what we normally call "evaluation." From Institute for Teaching and Academic Learning, University at Albany, State of NY University found at http://www.itlal.org/?q=node/93

Evaluation: structured process of assessing the success of a project in meeting its goals and to reflect on the lessons learned. A Short Guide to Monitoring & Evaluation National Center for Sustainability (2011), found at http://www.evaluationtoolbox.net.au/index.php?option=com_rubberdoc&view=doc&id=29&format=raw

Accountability: the quality or state of being accountable; especially: an obligation or willingness to accept responsibility or to account for one's action (Merriam-Webster). The obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner.

Progress Monitoring: Simple repeated measurement of student performance toward a long range instructional goal (Deno, 1985). Monitoring refers to setting targets and milestones to measure progress and achievement, and whether the inputs are producing the planned outputs. In other words, monitoring sees whether the project is consistent with the design. From A Short Guide to Monitoring & Evaluation National Center for Sustainability, (2011) http://www.evaluationtoolbox.net.au/index.php?option=com_rubberdoc&view=doc&id=29&format=raw

Session 15 reviews vocabulary from previous sessions

Resources:

Capastoto, K. (2015.) *Strategies for Addressing Implicit Bias in Early Childhood Education*. Kirwan Institute for the Study of Race and Ethnicity. The University at Ohio State. Columbus, OH. http://kirwaninstitute.osu.edu/wp-content/uploads/2015/06/implicit-bias-strategies.pdf

Code of Ethical Conduct and Statement of Commitment (2011.) National Association for the Education of Young Children (NAEYC). http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013update.pdf

Code of Ethical Conduct Supplement for Early Childhood Adult Educators (2004.) NAEYC. https://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf

International Coach Federation Code of Conduct http://coachfederation.org/files/About/ICF%20Code%20of%20Ethics%20July%202015.pdf

National Association for the Education of Young Children and National Association of Child Care Resource and Referral Agencies. (2011a). Early childhood education professional development: Adult education glossary. Washington, DC: National Association for the Education of Young Children. Retrieved from http://www.naeyc.org/files/naeyc/Adult_Education_Glossary.pdf

National Association for the Education of Young Children and National Association of Child Care Resource and Referral Agencies. (2011b). *Early childhood education professional development: Training and technical assistance glossary.* Washington, DC: National Association for the Education of Young Children. Retrieved from http://www.naeyc.org/GlossaryTraining_TA.pdf

National Center for Cultural Competence http://nccc.georgetown.edu/

Peterson, S. and Cairns, M. (2012.) The Stage of Change Approach for Quality Improvement in Early Care and Education. Children's Institute. Rochester, N.Y. Retrieved from: http://qrisnetwork.org/sites/all/files/session/resources/Children's%20Institute%20Stage%20of%20Change%20Policy%20Brief.pdf